

VOLUME X

NUMBER 7

The A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.
MAGISTRI NEQUE SERVI



MARCH, 1930

Smith Dr. H.E.
University of
Alberta.
Edmonton.



A Message for Teachers Also

"WE have to remember that we are travelling a road that has its winding curves, and that we go down through the valleys and up over the hills. We take strength because of what has been accomplished in the past, and we look to the future with courage and with hope just in proportion as we have the spirit to travel that road. . . . I am one that believes in organization, if that organization is based on co-operation and understanding. . . . We are in a position to face those hills, those difficulties, just in proportion as men can stand with women, not only in the same position but in different industries: just in that proportion can we make the rapid progress that we can hope to make as citizens of this country. . . . I have long ago come to this very profound conviction, that while leadership is necessary and while it is desirable that those in positions of trust, whether in Governments or organizations, should be blessed with certain powers of constructive imagination, progress is rapid or progress is slow depending upon the loyalty and enthusiasm . . . of various forms of organization that we find. Organized effort can be more efficient than unorganized effort."

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VOL. X

EDMONTON, MARCH, 1930

No. 7

On the Foremost Question

THE NEED FOR SCHOOL REFORM. II.

W. WALLACE, M.A., F.R.S.E.

In the January issue of the A.T.A. I tried to show:
1. That the cultural aims of the traditional schools are, in part, based upon certain erroneous assumptions, as that:

- (a) The spiritual content of "good literature" is within the comprehension of elementary school children.
- (b) "Good literature," as the record of human experience, is the best material for the development of "life-purposes."
- (c) Life-purposes, and the literary studies which are presumed to lead to them, are "first things" among educational objectives.

2. That the chief objectives of education, in the minds of parents, are utilitarian rather than cultural; and that, in practice, the activities of the traditional school have assumed something of a vocational character, suited to the needs of commercial and professional life.

3. That, from a parental point of view, the traditional curriculum has a literary bias, and fails to develop the native tendencies of children whose natural bent is for manual or scientific activities; and that the prevalence of occupational misfits is attributable to that failure.

4. That, contrariwise to the erroneous assumptions mentioned under 1:

- (a) The spiritual content of "good literature" is, in the main, beyond the experience of children of elementary school age.
- (b) The only sound foundation upon which efficient life-purposes can be built is *personal experience*.
- (c) Constructive activities are prior to purposes both in evolution and in vital importance.

* * * * *

Dr. A. Ferriere, one of the leaders of the "New Education" movement, in an article in the Educational Year Book for 1924, says (p. 606):

"The traditional school has ignored the fundamental laws of genetic psychology. Too bookish, too wordy, misusing group education, it has contributed to curbing the spirit rather than liberating it. It was adapted to subjects under autocracies, but not to the training of free citizens under our democracies. It developed a spirit of followers instead of giving scope to the best in each individual. Psychology places in the foreground the importance of tak-

ing account of the temperaments and psychological types that vary so much in children. The traditional school neglected them and made time-schedules, courses of study, and methods uniform. Psychology shows that interests *develop*, some early, some late, and that it is absurd to teach the same subjects at the same age to all children. This the traditional school does not take into consideration. Psychology indicates that mental quickness varies from one child to another, and in the same child with different subjects. The traditional school requires all pupils to advance at the same rate from one point to another in their studies. School teachers have recognized all this. They have seen that, contrary to the well-known economic principle of the most useful results with the least waste of effort, they obtained with great effort a decidedly inadequate performance."

Elsewhere Dr. Ferriere remarks instructively on the way in which these critical ideas have gradually come to the surface in modern educational life:

"When, between 1908 and 1914, the first educational congresses brought together psychologists and teachers, such as the first *Congres International de Pedologie* at Brussels in 1911, it came as a revelation that the practitioners could say to the theorists in genetic psychology, 'Your laboratory experiments have led you to exactly the conclusions that we have reached empirically and that have guided our action.' The scientists, after listening to the practical reformers, declared on their side, 'You are applying exactly those theoretical laws that we have discovered, and that without a knowledge of the works in which we described them.'"

Strange as this coincidence may seem it becomes less remarkable when one comes to think about it connectedly. A consciousness of educational misfit was bound to seize every intelligent teacher who tried to take account of the mental habits and processes of his individual pupils. That consciousness was necessarily vague at first, and liable in many cases to be crowded out by the pressure of daily routine. But, where it persisted, it was inevitably aggravated by the phenomenal growth of productive industry, which accentuated more and more the contrast between the requirements of common life and the actual performance of the traditional school as a preparation for it. That contrast contained, potentially, the origin of the "New Education" movement. When analyzed it is seen to be really double, including two independent contrasts, viz.: that between the methods of the schools and the modes of development of child-mind, and that between the program



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imposed on the schools and the vocational needs of the children. The former represents, clearly, a psychological, and the latter a sociological defect of the traditional schools. It is in the nature of the case that parents have always been more interested in programs than in methods, as it is undoubtedly due to the pressure of parental utilitarianism that the school program has been from time to time "modernized." It is also in the nature of the case that the task of correcting methods lies on the teaching staff; what the teachers can't put over in that regard *cannot be put over*.

May I use an old man's privilege of indulging a little in reminiscence. It is sometimes instructive. My old schoolmaster was one of the best of his kind. He enjoyed, in his day, a well-earned reputation for efficiency. But I recall very vividly the impression of futility that came on me, particularly in regard to the teaching of grammar, shortly after I had commenced to teach, as a lad in my 'teens. The headmaster had written a booklet on Nouns, Verbs, and Adjectives, which he called "The Young Observer." It was sold to the children for a penny, or twopence, and was used in the first three standards. The book was admirably clear and simple, but results were obtained by drill that was too severe and of a kind that was surely unsuited to such young children. (That kind of error has since been largely eliminated; but, in my opinion, a similar psychological error still affects the course on arithmetic, and, to a less extent, the course in reading). Even at that early stage of my career, although I was probably unacquainted even with the word "psychology," I was distinctly conscious of a serious misdirection of effort, which I then attributed to a false principle in curriculum making, according to which the "passing subjects" of the later standards were introduced as early as possible, regardless of the natural interests and mental age of the children. In this way much time and effort were wasted, which might have been more profitably devoted to activities proper to the mental age of the pupils.

I would like to describe some of the experiments in which these earlier observations and impressions issued later, chiefly in high school work, but space will not permit at present. Suffice it to say that the aim in nearly all of them was to increase the actual activity of the pupils and to reduce the apparent activity of the teacher; and the general result in all cases was to increase the interest of the pupils.

It was not until 1912, five years after I had retired from teaching and come to Canada to settle my family on the land, that the full significance of these experiments dawned upon me. During these five years I had had opportunities of watching my children play in the free environment of a Canadian homestead (in lieu of non-existent schooling), and was struck by the persistent and independent manner in which they tried to imitate the activities of their elders. That needs no elaboration; but when, in the fall of 1912, the editor of the Teachers' Column of *The Family Herald and Weekly Star* called a symposium on "How to make school attractive," my wife drew my attention to the subject and advised me to write on it. I did so, and in writing caught the vision of my old experiments in the light of my more recent experiences with my children. My contribution was published in the issue of December 4, 1912, and the conclusions I then arrived at seemed to me

so illuminating, and, as I imagined, novel, that I decided to pursue the subject further. The war, however, intervened, and it was not till 1921 that I carried out this resolve in an essay which was published in the *A.T.A. Magazine* of July, 1922. I was still under the delusion that I was developing a novel idea; and it was only six months ago that I discovered not only that many others had traversed the same ground and arrived at similar conclusions, but that the ideas involved had already been tried out in many places in Europe. A most interesting account of these try-outs has been written by Mr. Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois, as an eyewitness, and published as a bulletin of the U.S. Bureau of Education (1923, No. 37), which can be had for five cents.

As illustrating the remarkable coincidence referred to in the quotation from Dr. Ferriere, I cite here a passage from my 1912 essay (A), and another from Mr. Washburne's report (B):

A. "As the result of long experience and observation of young people of all ages, the writer has come to the conclusion that the educative process is at work in the most effective way when a child is engaged in making something which it very much desires to make. The child is then employing the faculties with which nature has endowed it in the most effective way to secure the development of those faculties. The writer has also found that unsolicited interference, especially in the case of young children, diminishes the efficacy, and at the same time also the interest, of this educative process.

"First and last, the free materialization of ideas is the natural process by which the human mind develops its various faculties.

"Naturally, therefore, the centre of interest of every school should be a workshop, generously supplied with simple appliances and suitable materials, where the children may freely engage in making, as far as possible, whatever they may wish to make, in their own way. The function of the teacher, during these exercises, should be to study the individual tendencies of the children, so as to anticipate their wants, to keep good order (an easy task), and to give advice when asked, but not to prescribe, dictate, or criticize, and rarely even to suggest.

"Sooner or later, during this process, a child will become conscious that other minds and hands have been at work along similar lines and produced better results. It then begins to become teachable. At first this critical outlook reaches no further than its immediate companions of similar age, but superior abilities assert themselves by whom it becomes not only willing but anxious to be taught the secret of better success. Nevertheless, in this newly awakened consciousness of inferiority lies the germ of the spirit of teachableness; and a skilful and sympathetic teacher will know just when and how to intervene so as, in the most natural way, to secure the interest of the pupils in those instrumental processes which cannot readily be learnt without being taught, such as the 3-R's.

"Thus a young child cannot for long be engaged in making things without coming up against the necessity for measuring and counting, and his mind is then ripe for instruction in arithmetic. He will then readily subject himself to strenuous effort in order that he may have the advantage of using im-

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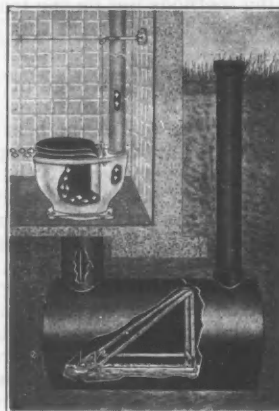
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proved methods of calculation in the constructive work upon which he is engaged, or in other schemes which he may have in mind. . . . In like manner, natural curiosity as to the origin of the materials employed in the workroom will supply the motive for instruction in geography on much more interesting and practical lines than those commonly in vogue.

"It would require a lengthy article to develop this conception of school work so as to cover a complete curriculum; but for the present purpose it is sufficient to indicate the central idea, and how it makes for natural and essential, as opposed to accidental, interest in school work."

B. (From Mr. Washburne's bulletin on "Progressive Tendencies in European Education"; p. 8 *et seq*):

"Handwork is nearly always considered as a means of self-expression. But where it is formalized, or where it is primarily a kind of training, or where it is subordinated to the teaching of other subjects, its self-expressive function is secondary or nil.

"There are schools, however, where handwork is almost exclusively an outlet for creative energy. . . . In Bedales it is true to an unusual extent. (Bedales is a co-educational boarding school near London, which Mr. Washburne elsewhere describes as one of the oldest and perhaps the most progressive and alive of all the *new schools*, and, except for an orphanage in Czechoslovakia, the finest school he found in all Europe). There the 11 and 12 year old children do manual work in the morning and study in the evening. 'Their creative powers are best in the morning,' the director of the lower school of Bedales explained to us, 'therefore, we want to leave them free at this time of the day to make things. They can go to any shoproom they like. It is their right to express themselves and create things freely. In the evening, when they are physically tired, but when their brains are still fresh, they are content to sit quietly and study.'

"Most schools, however, reverse this order. O'Neill, for instance, in his experiment at Kearsley, Lancashire (a free public school), has handwork in the evening. This school is programless, however, and the children may be found in the shop or domestic-science room at almost any time of the day. As at Bedales, the children use the shops when and how they will. They are strictly places for the children to express their own ideas, to make things they themselves want to make.

"The same is true in the school for orphans at Stranov-Krnsko, in Czechoslovakia (referred to above as the finest school Mr. Washburne found in all Europe). There the instructor will not even criticize the children's work or suggest the best technique. His children do the best art work I have ever seen done by an unselected group of children in Europe or America. His method consists in surrounding the children with beautiful things, giving them pencils, crayons, paints, and paper, and letting them try to make other beautiful things for themselves. 'They never copy,' he told us, 'either the pictures or objects about them or each other's work.'

"But how do they learn the color harmony, the artistic spacing, the perspective, the symmetry, that so many of their drawings show?" we asked.

"By their inherent sense of beauty," he replied. "When the children have all drawn pictures repre-

senting a story, or an original design for a scarf, or whatever it may be, they put the pictures up on the wall and discuss their relative merits. They select the one or two they like best, and argue about why they are best. Then they all try again—never copying, but applying their own criticism to the new effort."

"Is their judgment always right as to the best pictures?" we inquired.

"You mean, does it agree with my judgment? Usually. But when it doesn't the children's judgment stands. I am not trying to make artists of them. I want to free their own personalities; I want to encourage them to express what is within. If I criticize, I may check a natural expression. If I suggest, they are expressing my ideas, not theirs."

"There is also a school in Czechoslovakia where handwork is the basis of all the education. It is not merely a means for teaching certain subjects; academic subjects are only taught as they grow naturally out of the handwork, which is the chief and basic work of the school.

"This school is Bakule's school for crippled children in Prague. These children earn their own living, besides getting all their schooling, through making things—all sorts of artistic woodwork, carved boxes, toys, inlaid work, and small articles of furniture. They have a co-operative organization for the making and selling of these articles.

"Their days are spent largely at their workbenches, which were made by themselves. These benches are transformed into beds at night. Here we saw a hunchback doing wood inlay work. Another boy was making a beautifully finished small chest, supporting himself on a pair of crutches/as he worked. 'He came to us on all fours, given up as an imbecile,' Bakule told us. 'Now he is our chief cabinet-maker.' . . . Over in one corner a little girl, with one arm gone, and only three fingers on the remaining hand, was carving beautiful little boxes, creating her own design. Sitting on a high stool, his bare feet on the table before him, sat an armless boy painting a design on a sofa cushion with his toes. He worked freehand (or rather freefoot) and created his own pattern as he worked.

"When we asked about the academic instruction of these children one of the teachers said: 'We only teach them what they themselves feel a need for. Sooner or later every child wants to read and write. When that desire comes strongly we help him, and he learns in a few weeks what takes many children years. Our arithmetic grows directly out of the children's work. They want to calculate the selling price of an article, and they find they must know how to multiply. We suggest that they learn not only how to multiply that sum, but how to multiply any sum. They see the need for multiplication and are more than ready to practice their tables. Geography in the same way grows out of their study of the best woods to use. We are not trying primarily to teach these things, but from the children's work they come to want knowledge, and then they absorb it quickly and retain it. I think you will find that these children, when they are 12 or 13, know about as much as other children.'

"But don't any of them go on to higher schools?" I asked.

"Yes; and then they must do a little special preparatory work during the last year here. But by that

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time they see clearly why they must do this preparatory work, and they have no trouble getting ready for their examinations. Most of their study, however, grows directly out of what they are doing in the shop. The shopwork is the central activity, the basic work of the school."

These quotations are offered with a view to explaining, briefly, the genesis of the "New Education" movement. I hope, on another occasion, to return to Mr. Washburne's reports, and to discuss the psychological and sociological soundness of the ideals aimed at by these pioneers of the movement. For the present I wish to make some remarks on their local applicability.

One cannot resist the impression that the men who launched such experiments as those just described were no ordinary teachers. Like other pioneers they must have been men of unusual intelligence, vision, and courage. Fortunately it is not necessary that those who would follow in their wake must be possessed of like high qualifications. Yet it is obvious that a teaching staff that has been educated in the traditional schools, with their bookish and informal methods, and trained in the traditional normal schools to carry on the current tradition, would be very much at sea if the aims and methods of the schools were suddenly changed so as to resemble, even remotely, those of the "free-activity" schools in question. A different kind of education is required, much more scientific and practical; and, while much of the professional training now given in class management and in the presentation of the various subjects of the curriculum, would diminish in importance, a deeper and more scientific appreciation of child-psychology would become the chief desideratum in teacher-training if any measure of free-activity were contemplated.

Such reforms, however, cannot be achieved by enactment, or even quickly. An increase in the qualifications demanded of teacher-candidates is liable to interfere with supply, unless accompanied by a corresponding improvement in those conditions which attract young people into the service—notably, the remuneration. And so we arrive at a conclusion similar to that announced by the Minister of Education, viz.: That no further progress can be made in the education of rural children unless some reorganization of the rural school system is made—such as will convert the occupation of teaching in rural schools into an attractive career, and tend to retain good teachers long enough in the service to acquire that experience which is an indispensable factor of efficiency.

Nevertheless it does not appear to be necessary to stand by "idling" while we make up our minds about reorganization. Here is a comparatively inexpensive and apparently efficient scheme which has been used with great success for ten years in the State of Maine. It could probably be applied with considerable profit in Alberta at once, and might serve a useful purpose in helping to educate public opinion in relation to larger reforms. The scheme is explained by the State Commissioner of Education in a pamphlet issued in 1928, under the title "Maine's School of Rural Leaders," from which I quote the following passages:

"In 1919 the state legislature passed an act appropriating \$35,000, which the Commissioner of Education could use in putting his plan into operation.

The Commissioner was authorized to select one hundred outstanding rural teachers and put them into special training for rural leadership. The law provided that all the traveling expenses and the board while in training should be paid, and, at the end of the year's teaching, a state bonus of one-fourth the salary during the year would be paid to the teacher. The law went into effect the next year with the first class of one hundred selected teachers."

"Nine classes have completed the work, have gone into the schools of the state and have demonstrated the success of this project. It has succeeded beyond the hope or expectation of those who fostered it. These teachers have, in many instances, revolutionized the educational sentiment of the communities in which they work. Some of the best teaching we have in Maine is done by these teachers and in country schools. They know so far as they can the whole problem of the rural school, not only from the six weeks of study (in vacation summer school), but they have been led to continue their investigations. They are filled with the spirit. No pledge is exacted: the teachers continue their own time in the service. They receive the bonus as long as they serve. There are many teachers who began eight years ago with the first class who are teaching today and who have drawn their bonus every year."

"These helping teachers work hand in hand with the superintendents of schools. They may teach on Saturday and be visited by other teachers. The regular week day which they have omitted they may spend in visitation to other schools. They help with teachers' meetings, visit teachers who need help in arranging programs and in handling difficult cases where the superintendent is unable to take the time from his other numerous duties. In fact, the helping teacher is a utility teacher and may be detailed by the superintendent to whatever line is most desirable." (The superintendents perform somewhat similar functions to the school inspectors in Alberta.)

This essay is already too long to permit of further reference to the interesting details of this scheme; but, if the editor should consider it worth while, I shall be glad to expand this account.

GLEAMS FROM A FREE LANCE

There can be no doubt that the new Alberta School Act is a well meant attempt to conciliate two antagonistic points of view—by including both of them. There is one method of compromise; as if a dispute over the relative merits of black and white for a dress were to be settled by making it piebald. An alternative method would be to make it grey.

The minister has chosen the piebald method. He has retained the multitudinous and often inefficient rural school boards for one set of school purposes and has introduced a couple of far-off, bureaucratic boards for such other purposes as are left over. It is almost as if he had hitched his educational wagon to a team of mule, mare, and automobile harnessed abreast. The objections to such a line-up are obvious, even if the wagon were not shattered altogether. I have an enlarged photograph of a rural school board, duly invested with all the democratic prestige of elected representatives, contenting itself with the supervision of janitors and school buildings.

I can visualize the kind of sabotage that would be indulged in if the "hands off the teacher" ideal were rigidly enforced.

The B.N.A. Act is a conspicuous and painful lesson in the dangers of divided authority. To introduce the anomalies of the B.N.A. Act into rural education would be like letting a bull into a china shop.

I submit that the piebald solution is a wrong one, and that if it is necessary to conciliate black and white, the most suitable compromise is grey. Let us then unhitch the rural district mule and disconnect the Divisional Ford and then pick out an old grey mare sound in wind and limb and well broken to harness. What's wrong with an administrative school area based upon the municipal district, comprising, as it would, about fifteen or sixteen schools? The farmers are accustomed to think in terms of the municipality for their other local affairs and they would have no particular reason to shy at it as a school area.

The Minister says it is too small, that the divergence in financial ability between municipalities is as great as between school districts. I gave the answer to that in my last article: not a larger rural taxing area but equalizing grants out of provincial funds. The Minister says that the municipality would be too small to permit of a supervisor being appointed. Surely a school staff of about 20 members would justify the appointment of a principal and surely the name "principal" should smell as sweet as that of "supervisor."

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EXCEPTIONAL ECONOMIES FOR OUR WESTERN CUSTOMERS

A municipal school district was organized in Manitoba in 1919. At the risk of spinning this article out unduly I would like to quote the following extract from the report of the Manitoba Educational Commission in 1914: "Under this Act, the Municipality of Miniota organized a municipal school district in 1919. All the school districts within the municipality were formed into a single district under the name of the Municipal School District of Miniota and the administration placed under a board of twelve trustees—two elected from each of the six wards in the municipality. The area to be served included two hundred and forty-six sections. Eleven schools then in operation were included in this merger, one with four teachers, two with two teachers and eight with but a single teacher each. The new board began by appointing a Superintendent, who was at the same time appointed Attendance Officer. By this measure the schools in the municipal district came under control of a business-like organization of twelve men who met at stated intervals for deliberation on matters of policy and to make plans for supplying in the most effective way, consistent with its financial conditions, the educational needs of the community. To assist in these deliberations and to carry out their decisions when made, they had in their service, and responsible to them as their executive officer, a trained administrator, familiar with school organization, aims and standards. Through this combination of deliberation and executive activities, all parts of the school system were adjusted and co-ordinated to secure the maximum of harmonious and effective operation. . . . All the schools under this board, except one, were visited in September, 1924, by two members of your commission. . . . The standard of regularity in the small schools had been raised 47 per cent. The proportion of students in the secondary division had been increased 79 per cent. Provision had been made for athletics and organized games which react beneficially on the spirit of the school, while they had value for physical development and moral training. Local interest in the schools had grown keener and the coming together of large numbers of parents on the occasion of school celebrations tended to make the school a social centre for its community. . . . The inequalities in the teachers' salaries usually apparent elsewhere, were not found in Miniota, but merit and qualifications were recognized and the inefficient were not retained. Under the municipal board there was less changing of teachers."

By the way, I would suggest tacking on to the municipal school district any town or village that might geographically belong to it. This would enable the town or village to benefit from such special services as might be introduced and would greatly facilitate the provision of secondary education. I realize that the Minister has vetoed such an educational union because of certain differences in the basis of assessment. Here again it appears to me—and I say it in the kindest spirit—that the Minister is straining at a departmental gnat while he is asking the farmers to swallow a bureaucratic camel.

—Alberta Labor News.

NOTICE

The Annual General Meeting of the A.T.A. will commence at 2:30 p.m., Monday, April 21st, in the Central United Church, Calgary.

All members as well as delegates are welcomed. All have a right to take part.

On the Floor of the House

EDUCATION IN THE SPEECH FROM THE THRONE DEBATE

The Premier.

EMPHATICALLY denying that Hon. Perren Baker's new School Act was being introduced in order to save what Liberal leader J. T. Shaw had termed "a hodge-podge educational system," Premier J. E. Brownlee, in the Alberta Legislature on Wednesday, February 5th, entered upon a strong defence of the Alberta school system, but was more cautious when referring to the Baker Bill itself.

"The Bill is not aimed at a complete change in our educational system," Mr. Brownlee said, "nor can I agree with the Liberal leader, that our present educational system is a 'hodge-podge.' We give the best teacher training of any province in Canada today; we have much improved our rural school system. The equalization of school grants has lengthened the term of the school year to many of the poorer districts, and our educational system today is as good as that given in any province in Canada.

"Our schools are as numerous in regard to school population, as in any other province, and, despite the reduction in the number of school inspectors, there are actually more school inspections made today, than there were in 1921.

"The Baker Bill is not an acknowledgment that our educational system is wrong when compared with that of any other province in Canada. It simply says that we believe we can make the system better, by doing away with a unit that we feel to be inadequate.

"The Government cannot go further in making changes in our educational system than the people will permit. We cannot cram down the throats of our people, legislation not acceptable to them, or for which they may not yet be ready. Even if we have to modify the Baker Bill, his introduction of it will have rendered a very valuable service to the cause of education.

"There is more support in evidence for the Bill today, than ever before, and the day may yet come when the people of the province will feel that there may be some better form of school administration than the small unit of today."

Minister of Education.

IN dealing with the new School Act, during the debate on the Speech from the Throne, Hon. Perren Baker, Minister of Education, said that the Government had done much to expand schools all over the province and that as an instance since 1921 the district to the east of this province inhabited by people commonly known as "New Canadians" had shown the renovation of more than 100 schools from one-room buildings to two-room schools.

Dealing with the salary schedule proposed under the new Act, he wondered, in respect to those who advocated the adoption of a salary schedule and yet opposed the larger unit, how it would be possible to

apply this schedule to the rural schools of 3,000 school boards controlling one teacher each. This was a problem. Was it possible to have all boards agree to it? Should the Government prescribe a schedule and say the boards must adhere to it? He would not be responsible for such an action.

But supposing for argumentative purposes, this was done, then what might happen? When a teacher rose to within striking distance of top salary many districts undoubtedly would find means to get rid of the teacher on rising schedule and hire one starting on the lower one. This was entirely feasible as many good teachers could be had for \$1,000 a year.

He thought administration was not the only school problem. Experimentation was another necessity and this was being done to some extent.

In Alberta, he said, the greatest problem was not to find a new and better way of conducting schools, but to devise ways and means of making the schools available to the great majority of children. This could be done only when there was the proper machinery for so doing and the present system was hampering the attainment of this happy condition.

Liberal Leader.

CHARGING that the Alberta Government's record in educational matters has been "deplorable," and prophesying that the new Baker School Act in its present form would never pass the House, Capt. J. T. Shaw, Liberal, Bow Valley, and leader of the Liberal opposition in the Provincial Legislature, staged a strong attack on the Government, during the debate on the Speech from the Throne.

Mr. Shaw said:

"Most, if, indeed, not all, the Government speakers have, I think, wisely refrained from any record about education. The record of the Government in this matter, I think, is deplorable. Finding a system that was functioning fairly efficiently, they not only cut down grants, but worse still, chopped off a large part of the inspectional staff. The result was, and has been, tragic. After much travail the Minister last year presented for our consideration his famous Bill. The Bill was not then pressed by the Government. In the intervening year, the Minister has traveled up and down the Province explaining this child, his creation. He has kind and considerate audiences to express their approval. The convention which last year approved the Bill was careful this year only to approve its principle, though which of its several principles involved, we are uninformed. Travel-stained but fresh from his conquests, I rather expected the Minister to boldly introduce his Bill at once. I read the appropriate section of the Throne Speech. It is studiously vague. In other sections of the Throne Speech where Bills are proposed, that fact is clearly set forth. I am wondering if the Minister proposes to introduce his Bill this session. Will he please indicate? I venture to predict that this Bill has gone the way of all flesh and has met an untimely grave.

"May I remind the Minister and the Government that in this matter of education, we, who claim some interest in educational matters, have from the outset been anxious to assist in working out a suitable scheme for educational purposes. We have asked time and again to place this subject in the hands of a select committee of this House, but our suggestion, generously and sincerely made, has been consistently refused.

"If I am right in predicting that the Bill in its present form will never be allowed to pass this House, then what is going to be done? We cannot allow our school system to languish and decay. Let us assume our responsibilities. We do not favor further decay. We ask for Government action. On the Government rests the responsibility if it refuses our co-operation.

"That responsibility cannot be discharged by shelving this matter for any further investigation or any reason of expediency.

"In their extremity, I am wondering what the Government is going to do. I am afraid that the whole subject may be referred to a commission just to delay further consideration and to try to becloud the issue in the event of an election.

"At every session of this Legislature, I have pleaded with the Minister to refer this matter to a Legislative Committee of this House. I now renew this plea for the fourth session."

Conservative Leader.

UNDER the title of "Baker's Bewildering Bill," David M. Duggan, Provincial Conservative Leader, speaking in the debate on the Speech from the Throne in the Provincial Legislature on Tuesday, February 4th, attacked the Bill on the grounds that it aimed to deny the right of self-government, legislation which he declared to be based on an unsound principle.

Mr. Duggan, after dealing with various questions of general interest, said:

"And now I come to the new School Act proposed by the Minister of Education—Baker's Bewildering Bill.

"This dream of the Minister of Education has become the subject of much discussion in every part of this province. Whether he succeeds or fails, one thing can be said in his favor—his proposal has served to awaken an interest in educational matters which is fundamental to the progress of our people. I shall say no more today than to suggest one or two principles which we must not lose sight of when the Bill comes before this House. Any legislation which denies the right of self-government is fundamentally unsound. The centralization of power and authority has much to commend it; it is designed to promote efficiency and uniformity by its association with the dangers of bureaucracy. In some respects I like the philosophy of the president of the U.F.A. as expressed in his address at the recent U.F.A. convention. He said: 'The value of learning to do things by doing them is even more important than getting the highest prices possible in the easiest possible way.'

"This principle applies to the functions of rural trustees. Instead of reducing their powers and limiting their autonomy we should set up machinery for advising and directing; but the final decision in matters of administration should rest in the hands

of the local authority. It may be possible to make progress by some enlargement of the areas, but any system which denies the right of local authorities to run their own affairs cannot last. We hope to have some suggestions to make when the Bill is before the House."

"You are the one who is bewildered now," was Mr. Baker's comment on the conclusion of Mr. Duggan's remarks.

Hector Lang, M.A., Liberal, Medicine Hat.

WHAT an ex-teacher member of the Alberta Legislature thinks of Hon. Perren Baker's proposed new School Act, was outlined in detail by Hector Lang, Liberal member for Medicine Hat, during the debate on the Speech from the Throne in the Provincial Legislature, on Monday, February 4th.

"I learn from the Speech from the Throne that the Minister of Education will again introduce his Bill relating to the rural schools of this province," Mr. Lang said.

"I have given serious consideration to this very important Bill since we discussed it during the last session of the House, and I would like to lay before you some suggestions for your consideration, trusting that they may be of value to you when the Bill comes before you again.

"One of the commendable features of the Bill is, I believe, the proposal of the Minister to equalize the burden of education more successfully than it is being done under our present system. I believe that this principle of the Bill cannot but win our universal approval.

"The principle that taxes should be levied according to the ability to pay has been accepted in regard to less important public services, and the Minister proposes in his Bill to introduce the principle in regard to the education of the boys and girls in the rural areas. I believe we should accept it.

"Another provision of the Bill with which I am in accord is the proposed establishment of a provincial-wide salary schedule for rural school teachers. The adoption of such a schedule of salaries for rural school teachers, based upon academic standing, length of experience, and teaching ability, will place a premium on the better teachers.

"With a minimum salary, annual increases, and a determined schedule, there will be a greater incentive to remain in the profession, and to continue in the rural school. The salary schedule of the cities and towns is one of the advantages that the teacher considers when he chooses the larger centre for his teaching activities.

"Many teachers, I believe, prefer the rural school, but they cannot see under existing conditions a prospect for continued promotion with respect to the remuneration. The introduction of the province-wide salary schedule would do much to stabilize the profession in the rural schools.

"A third feature of the Bill with which I am heartily in accord, is that of increased supervision. The question as to how to secure this increased supervision is where up to the present there has been the chief difference of opinion. The Minister proposes in his Bill that there be formed in the province a number of large divisions, and that there be in each division with a board of directors, three supervisors

—a superintendent, and two assistants, all appointed by the Government.

"These three officials will constitute an advisory board of directors in their appointments of the teachers in the division, and will further act as supervisors of the teaching in the schools.

"There are two outstanding criticisms of this proposed plan, namely:

"1. The actual supervision is likely to devolve on the assistants, while the chief or senior superintendent will be relegated to the office chair. Hence the best results in the supervision of the teacher will not be obtained.

"2. The directors or board of trustees in the proposed Bill, so far as the control of the teacher is concerned, are advised by the departmental officials, and it is thought in certain quarters among taxpayers and teachers that too much control, indirectly if not directly, has been placed in the hands of the Department of Education.

"Under the present Act the Department issues or withholds the teacher's certificate, and to a degree through the inspector supervises his work. Under the proposed Bill the inspector becomes a superintendent-examiner, grades and supervises the work of the teacher, and further advises the board of directors as to his appointment or dismissal.

"And now that I have offered my criticism of the proposed plan of increased supervision, I would offer two alternative suggested plans for the consideration of the Minister and the members of the House.

"The first alternative is the one I proposed at the last session when I stated that I believed that the present system had not received a fair trial, in that the inspectorates were too large in area for the inspector to give the trustees and teachers the attention that is their due.

"In other words my first suggestion in regard to this feature of the Bill is that the Province be not divided into larger units, that district and general boards be not created, and that there be no superintendents and assistants. In short, that there be appointed a sufficient number of chief inspectors to give us the desired results.

"But should the Minister and the House resolve to adopt the larger unit of area for the administration of our schools in regard to the engaging and increased supervising of the teacher, I would suggest as a second alternative that instead of a superintendent and two assistants that in each division there be two superior officials, one identical in appointment and official capacity with our present inspector, and the other a superintendent appointed by the board of directors and performing his duties in a way similar to that of the superintendent of our city schools.

"Following this suggestion, the administration of the schools in the larger areas or divisions would in fact have much in common with the administration of the schools today in the larger cities of the province.

"Two superior highly-paid men would give better service to the Province, I believe, than one such man having associated with him two assistants. One would be the inspector, the representative of the Department of Education, and the other, the superintendent, the adviser and representative of the people's board of directors.

"In case of the adoption by the House of either of the suggested alternative plans for increased supervision of rural schools, I believe that the end may be reached without the creation of the Central Board. This is the only suggestion I have to make in regard to this Board.

"Again, should these large areas be formed, I would suggest that the Department should create them in conjunction with the Departments of Health, Public Works and Municipalities, and if in addition to these an agricultural and colonization unit as well can be made co-incident with them, much confusion may be avoided in later years.

"And now may I in conclusion summarize my suggestions:

"1. That the equalization of the burden of education is acceptable in principle.

"2. That the principle of rural school salary schedule is good if adopted in conjunction with the equalization of the burden of education.

"3. That increased supervision is absolutely necessary.

"4. That these three principles may be applied to the present educational system of local school boards, and that these three principles applied to the present system of rural school administration will bring better results than if applied to the over-organized system proposed by the Minister.

"5. But, should the larger unit be adopted, then in order that the tax-payer may retain his rightful control over the teacher, there should be in each unit a superintendent exclusively the official of the board of directors, and independent of the Department of Education, and that he advise the board regarding the engagement of all teachers, and that the inspector hold the same position in this large unit of area, as he holds today in the inspectorate.

"6. That if the larger units of school administration are to be created, they should be made co-incident with the requirements of the Departments of Health, Public Works, Agriculture and Municipalities.

"I trust that the House will accept these suggestions in the spirit in which they are given, with a sincere desire to aid the Minister and the Government in their efforts to better the educational system of our Province, and to make such changes as are most desirable and acceptable to the people we represent."

EDUCATION

C. L. GIBBS, M.L.A.

"THOSE who have interests of rural education at heart are glad to note that the School Act is to be revised. They are glad that the minister's hat is still in the ring. They hope that his head will be there also, and that a real effort will be made to meet legitimate criticism and to arrive at a practical result. It is a hopeful sign that the member for Medicine Hat has undergone a change of heart with regard to the desirability of the larger educational unit.

"I am in pretty close touch with the opinions of the organized teachers of the province and I can tell you that they are scanning the horizon eagerly—anxiously for the coming of a larger school unit and for the dawn of a broader departmental outlook in

those matters that affect their efficiency and contentment. *They are expecting a pronouncement on pensions.* For many years they have been camping on the departmental doorstep, waiting to be called in to a round table conference so that a square deal all round may be worked out. 'Hope deferred maketh the heart sick.'

SECURITY OF TENURE

"They are looking eagerly for a greater interest by the department in such questions as *Security of Tenure* and the safeguarding of a reasonable measure of professional prestige. It was fondly and foolishly hoped that the Board of Reference would correct and cure many of the ills to which the teachers have become the unwilling heirs. It was hoped that they would act as a deterrent against the firing of teachers for petty parochial reasons and against the educational injury inflicted on the children by the lack of continuity in teaching service. We have reason to suspect that the Minister is flirting with the idea of cutting out the requirement of five days' notice to the teacher of a meeting to be held for the stating of reasons and the hearing of the teacher's defence prior to any notice of termination of agreement. Any such action would meet with bitter opposition on the part of the teaching body and would constitute, in my opinion, a most reactionary step.

"We object to the inspector's report on the teacher being read aloud at the annual school meeting. In many cases this constitutes a needless humiliation of the teacher and serves no useful purpose. My colleague, Mr. Pattinson, has asked to be laid on the table the file dealing with the Crafts School District 4051 and its teacher. I hope every member will find time to read this inspector's report. It is an example of what is meant by the Biblical expression: 'Chastising with scorpions.' I am charitable enough to believe that the Minister has not read it. If it is the same report I was shown by the teacher concerned, it is a most precious example of an utterly wrong attitude and a most callous abuse of a little brief authority.

JUDICIAL INTERPRETATIONS

"There is a good deal of heart-burning amongst the teachers at the present moment over judicial interpretations that conflict with the department's own understanding of the clauses in the Act that were intended to differentiate between 'Dismissal for Cause,' Sections 137 and 196, and 'Dismissal with Reasonable Notice,' Section 199. Years ago we asked the Minister to clarify the former by putting in the word 'summary' before dismissal. He assured us that the intention was perfectly clear. As a result of recent decisions the teachers have lost hundreds of dollars in legal expenses, etc., and have found themselves cut off from their ordinary common law rights to damages for wrongful dismissal by reason of a decision that sets the Minister up as a judicial adjudicator in cases which he himself has always declared to be outside of his concern and limits the teachers' redress to payment of salary only, no matter what other elements of damage may be involved.

"With that hope which springs eternal in the human breast the teachers had imagined that the Minister might feel some responsibility for an interpretation of his own Act which was so prejudicial to the teachers, and that he would have joined with them in an appeal for the purpose of settling the matter once for all. Like Sister Anne, in the story,

they have looked out along the road for signs of the Minister, in shining armor, spurring to their assistance. So far there have been no signs of the Minister—nothing on the horizon but a grey mass of departmental inertia, with just about the responsive sympathy of the desert Sphinx or Calvin Coolidge."

—*Alberta Labor News.*

Minister Answers Questions of C. L. Gibbs, M.L.A.

Mr. Gibbs asked the Government the following questions of which he had given notice and which were answered by the Hon. Mr. Baker:

Pensions

Q. 1. What developments have taken place regarding the preparation of a Bill for Superannuation of Alberta Teachers?

A. 1. The subject of superannuation has been discussed from time to time with a committee of the Teachers' Alliance and a recent conference was held between representatives of the Governments of Manitoba, Saskatchewan and Alberta, and the whole question is now under consideration by the Government.

Q. (a) Has the Government solicited actuarial advice in this matter?

A. (a) No. But the Provincial Auditor has been asked to advise with respect to the actuarial soundness of the various schemes presented.

Q. (b) Has the Government conferred with the responsible authorities of other provinces where superannuation for teachers is in effect or in prospect of being put into effect?

A. (b) Yes.

Q. 2. How many teachers have received assistance from the Government pursuant to the resolution passed during the last session; what amounts if any have been paid?

A. 2. One. The amount paid is \$30.00 a month, beginning with November last.

Dismissals

Q. 3. How many teachers have applied for reinstatement under Section 196 of The School Act since September 1st, 1929, and what action has been taken by the Department of Education in each case?

A. 3. Five teachers applied for reinstatement under Section 196 since September 1, 1929. Case number one was investigated and the action of the Board sustained. Case number two was investigated and the board withdrew its dismissal. Case number three was one of termination of contract rather than summary dismissal, and so did not come within the scope of Section 196. In case number four, after an investigation by the Inspector, the Board withdrew its notice of dismissal and the teacher resigned. Case number five on investigation was found to be a case of termination of agreement, rather than of dismissal.

Board of Reference

Q. 4. How many times has the Board of Reference (School Act, Section 197) been called into action during the year 1929?

A. 4. Eight.

Q. (a) In how many cases has the School Board suspended the act of dismissal pending receipt of the findings of the Board of Reference?

A. (a) The Departmental files do not furnish sufficient information to give a satisfactory answer.

Q. (b) How many of the findings were in favor of the School Board; how many in favor of the teacher?

A. (b) Six of these cases were appeals for a Board of Reference to judge whether the action of the School Board in terminating the teacher's agreement was warranted. In five cases the school board failed to satisfy the Board of Reference that it had sufficient reason for terminating the agreement. In one the action of the School Board was sustained.

In one case, in which the dispute was over the amount of salary due the teacher, the Board could not agree. Two of the members supported the teacher in part of her claim, while the chairman submitted a minority report to the effect that the teacher was not entitled to her claim, or any part of it. In a case of appeal over the suspension of a teacher's certificate, the action of the Department was sustained.

Q. (c) What has been the total cost of the operations of the Board of Reference?

A. (c) Total amount paid on account of the Board of Reference in 1929.....\$919.85

Q. (d) What has been paid as salary or remuneration to the members of the Board of Reference, if any; what is the amount paid to each member?

A. (d) F. H. Herbert (services, January 1 to May 4, 1929)\$100.00
A. Waite (services, January 1 to May 4, 1929) 100.00
H. C. Taylor, Chairman, Honorarium of (in recognition of services from January 1, 1927, to June 30, 1929) 400.00

Students in Training

Q. 5. What is the total number of teachers trained year by year during the past five years in Provincial Normal Schools; what is the number in training at present?

A. 5. 1924-25 1925-26 1926-27 1927-28 1928-29
602 764 691 661 766—3484
1929-30
815

Q. (a) How many students trained last year have entered upon the work of teaching in Alberta?

A. (a) Of the 766 who received certificates, 704 are known to be teaching at the present time; 3 have had their standing transferred to Saskatchewan; 1 is attending University; 1 is known to be unable to teach on account of illness. Of the other 57 it is probable that a number have received teaching positions, but the Department has not received an agreement or other notification of the appointment.

Q. (b) Has the Minister of Education any idea of the number of teachers out of employment at the present time?

A. (b) At the present time the Teachers' Bureau has on file applications from 75 teachers. These have been received within the last two months. It is quite probable that a number of these teachers have already secured positions but

have not notified the Department of the fact. On the other hand, there are no doubt a number of teachers in the Province who have not requested assistance from the Teachers' Bureau of this Department and are still without positions. The experience of previous years would indicate that practically all of these teachers will secure positions during the present term.

Teacher Representation

Q. 6. What procedure is followed by the Department of Education to enable teachers to transmit their collective opinions in curriculum revision, and in other matters bearing intimately upon the teachers' experience and interest?

A. 6. The teachers' organization is given representation on the Board of Examiners and curriculum committees. The suggestions of the teachers' organization are invited, when various matters are under consideration by the Department. In addition questionnaires are frequently sent out, inviting teachers to submit their opinions and suggestions.

Loans to Students

Q. 7. What is the outstanding amount due on loans to students in training in Provincial Normal Schools?

A. 7. Principal\$241,984.56
Interest 5,455.23
(As at January 31st, 1930).

Q. 8. Upon what basis does the Government advance loans to teachers in training?

A. 8. A declaration is required of the parent or guardian, to the effect that he is unable to provide, and the student is unable to obtain elsewhere, the amount of money necessary for attending Normal School. The applicant is required to have two guarantors, and no loan is advanced until the student has been two months in the Normal School, and then only on a statement of the Principal, to the effect that in the opinion of the staff the student is likely to make a competent teacher.

Q. (a) Does this basis apply to teachers in training in the School of Education at the University of Alberta?

A. (a) No.

Selection of Entrants to Normal Schools

Q. 9. What procedure, if any, is followed by the Department of Education, to eliminate, before enrolment, unsuitable applicants for entrance to Provincial Normal Schools?

A. 9. Before enrolment students must have full Grade XI academic standing. They must submit a certificate of moral character. All applicants are informed that they will be required to undergo a medical examination at the Normal School, before being enrolled. Those considered physically unfit are advised not to undertake the course. A careful survey of the student is made during the first six weeks of the term, and those who, in the judgment of the staff, are unlikely to succeed in teaching are asked to withdraw.

Alberta School Week

"ALBERTA School Week" in retrospect is indeed gratifying. And yet we cannot say that the effects of this province-wide attempt to put before the public "Education" in the abstract, have met our expectations. We cannot say that because we could not even hope to picture the far-reaching results of a movement of such a character—a public, fully conversant and keenly interested in education, education in its highest aspects and all its phases, not merely reading, writing and arithmetic or the pursuit of a certificate of a successful examination for its children.

We can say, however, that the co-operation of the various centres throughout the province was splendid, and a successful "School Week" in each centre tells effectively of the time, energy, enthusiasm and effort expended. The teachers must lead the way in education, and it is encouraging to know that there are a number of teachers, at least, who are keenly alive and ready to give their support to a movement, the results of which are entirely intangible and perhaps even unrecognized. The reports are indeed gratifying when we consider the weather, the distances, the roads and other difficulties with which the rural population, at least, must contend in "putting on" any local function.

In general the suggested plan for operation of the scheme was carried out—the publication of articles, intensified news and editorial comment on education in the press; special educational sermons in the churches, either by the resident clergyman or a local teacher; addresses on education by teachers to all local Service Clubs, such as Kiwanis, Optimist, I.O. D.E., Boards of Trade, etc., and in many local centres public meetings with educational addresses by teachers and others interested in education. In some of the large centres radio broadcasting was taken advantage of and reports indicate this was a very timely addition to the general programme.

In passing we wish to thank the Press of the province, the clergy, the various Service Clubs, and many others who co-operated so heartily with us in this matter, the ready response manifesting the fact that the public is "standing by" and that the teachers are sure of a sympathetic reception if they will take the leadership in educational matters.

Following are a few reports received from various centres, which will illustrate the typical "School Week" throughout the province. Space forbids a detailed account from each centre, or a reproduction of local Press comments.

HARDISTY

The Hardisty local of the A.T.A. held its School Week Services in the United Church on January 18, 1930.

Rev. H. Peters acted as chairman. Mr. H. Densmore, of the Hardisty High School, spoke on "The Why of Education." He closed his address by outlining the course of study for both public and high schools, and by displaying the authorized text books used in each grade.

Miss Fowler delivered an address on "What Schools do to Improve the Homes."

If the public profits by these addresses the local will be amply repaid for its time spent.

CAMROSE

The following is a brief account of the Camrose "Alberta School Week" activities. As a matter of fact it has been an "Alberta School Month" with us.

On Monday, January 13th, Mr. G. K. Haverstock, Principal of the Camrose Normal School, gave a very interesting address to the Camrose Rotary Club on "Some Features of the Baker Bill." Mr. Haverstock set forth clearly the aims of the Minister of Education in sponsoring the bill.

The following Thursday the *Camrose Canadian* published a splendid article by Miss E. C. Hopkins, of the Camrose Practice School Staff, entitled, "The Exceptional Child Problem for Teachers." Miss Hopkins showed clearly how the modern teacher through project work has made school work purposeful and attractive to the ordinary child and has enabled the teacher to cope with the problem of "The Exceptional Child."

Through the courtesy of the Rev. Mr. Kerr, Mr. Chas. McCleary, vice-principal of the Camrose Practice School, occupied the pulpit of the Camrose United Church. Mr. McCleary dealt with the responsibilities of the Home and the School in the educating of a child.

Mr. W. K. Gish, vice-principal of the Camrose High School, occupied the pulpit of the Rev. E. G. Hansell, pastor of the Baptist Church. Mr. Gish spoke on "The Trend of the New Spirit in Education." Besides dealing with various problems of education, Mr. Gish stressed the fact that too many adults regard education as being an "episode" in life rather than "a life-long process of development."

The Rev. N. Carlson, of the Camrose Lutheran Church, permitted Principal Ronning, of the Camrose Lutheran College, to take charge of the service on Sunday morning, February 2nd. Mr. Ronning gave an interesting address on the needs for and aims of education, taking as his text, "Give me now Wisdom and Knowledge."

The members of the Camrose A.T.A. local wish to thank all those who co-operated with us in bringing our educational program before the public. The *Camrose Canadian* is especially deserving of thanks for publishing special articles and for giving prominence to reports of the addresses of the various speakers.

OLDS

Following is a report of the main items of "Alberta School Week" in this district:

Mr. E. W. Phillips, of the Olds School of Agriculture, spoke in the United Church on the subject, "Education—What It Can and Cannot Do." Mr. Eric Hodgson, Principal of the Public School, spoke in the Presbyterian Church on "The Aims of Education," while Mr. R. E. Stewart, Principal of the High School, spoke in the Baptist Church on "Some Problems of the Teacher." Mr. Stewart also wrote an

article for the local newspaper on "Educational Problems."

OKOTOKS

"Alberta School Week" in this district was deferred until the week commencing January 19th. On that Sunday Mr. H. F. Robins delivered an address on "The School's Obligation to the Individual Child." On the following Thursday, a Mass Meeting was held in the Elk's Hall, and the following addresses were given, interspersed with musical selections:

L. W. Checkley on "The Why of Education"; Mr. F. Barnes on "The Proposed New School Act"; Miss A. Stewart on "Sectionalism in Our Midst"; H. F. Robins on "Inspection and Supervision of Schools." Miss M. MacGougan and Miss M. Gordon assisted in the musical programme.

MAGRATH

A successful "School Week" was also held in Magrath, a report of which appeared in the last issue.

DRUMHELLER

The Local Teachers' Alliance has arranged a programme for the Alberta School Week which should be of interest to all parents.

On Monday, January 13th, Inspector Thurber addressed the Rotarians on "The New School Act," and Mr. G. Wootten spoke on "Inspection and Supervision in the Schools."

Mrs. Legate and Mrs. Simpson gave papers at the I.O.D.E. on "Sectionalism in Education," and on "Mental Hygiene."

Miss Jordan will address the Catholic Women's League, and Mr. King, the Native Sons.

The Women's Institute has arranged for a lecture or debate on the "New School Act" for their next meeting.

The Rev. H. Leitch is giving a special address at the Knox Church on Sunday, January 19, on educational subjects.

The Local Alliance will hold the usual monthly luncheon in the Whitehouse Grill at 12:30 Saturday, January 18th. A programme suitable for School Week has been arranged.—*Drumheller Mail*.

ACME

January 14th, under the auspices of the Local Branch of the Teachers' Alliance, education week was observed in the Acme School Assembly Hall, which was well attended.

In an address by Mr. Beverly Rinn, of Acme school staff, on "The True Purpose of Education," the need was stressed for the aim to abolish war, because war as an instrument of adjusting human affairs has passed beyond man's control.

An address by the Rev. John Steele Smith, Principal of the school, dealt with "What is Wrong With Education?" and made a plea for a new type of school in which head and hand should be trained simultaneously.

A. B. Claypool, M.L.A., explained the principles of the new Education Bill. He said that education was closer to the heart of the government than any other thing, because it touches the child.

A lively discussion followed which showed that the people of this district are keenly alive to the implications of the proposed changes in educational administration.—*Acme Sentinel*.

CARDSTON

We observed "Alberta School Week" in this district and held a meeting on the 13th of January. Mr. B. A. Hicken read a paper (from the ones forwarded to us) on "What Schools do to Improve Homes." Then we had a general discussion. Mr. N. E. Tanner next read and discussed the paper "Aim of Education."

An article was also inserted in the *Cardston News*.

EDSON

School Week is over for the second time. We are glad, too, for we are naturally a bit timid about it all.

On Sunday Mr. Snell, B.A., of our staff (Grade VIII.) addressed the congregation of the Baptist Church while Mr. C. D. Denny spoke from the pulpit of the United Church.

Besides the church services a public meeting was held in the theatre here at which Mr. Peterson, our Principal, was chairman, and at which Mrs. Trapp, Mr. Snell, Mr. H. A. Switzer, and Mr. C. Pattinson, M.L.A., were the speakers.

Mrs. Trapp, Chairman of the School Board, spoke briefly on present school problems in Edson and remarked on the co-operation between teachers and board. Mr. Snell spoke on "The Purpose of Education." Mr. H. A. Switzer, President of the Edson Community Association for Young People, Inc., spoke on "Extra Curricular Activities." Mr. Pattinson spoke on the proposed new School Act. He was followed by a discussion of the subject in which several speakers participated. It might be added here that we had a turnout of about three hundred children and adults. Some came, of course, merely because we had a few items by children and through no real interest in Education.

The management of the Idle Hour Theatre (Mr. M. Garfin) gave us the theatre absolutely free for the evening, and advertised the meeting on the screen for several evenings also free of charge.

Now that School Week is over we have been able to come to some conclusions. One is that the first week in December is a better time to observe the School Week than the second or third week of January, for the reason that in the latter case most of the arrangements need to be made before Christmas anyway. Of course, if School Week were observed at the end of the month of January, 'twould not be so bad.

LETHBRIDGE

In response to your request for information regarding "Alberta School Week" in the Lethbridge district, I wish to report that a small committee, consisting of Mr. W. S. Brodie, representing the High School Local, and Mr. H. H. Bruce and Mr. P. J. Collins, representing the Public School Local, was formed to deal with this matter.

Most of the ministers of religion agreed to make pulpit references to the occasion and through one of these gentlemen we received an invitation to send someone to address the Kiwanis at their luncheon on Tuesday, January 14th. We requested Mr. A. J. Watson, Superintendent of Schools here, to take over this duty which he did with his usual ready response to appeals for aid from the Alliance here. (We had no other invitations from Service Clubs, probably

owing to the teaching profession not being represented on either of their membership rolls).

The *Herald* readily agreed to give us assistance and an editorial in the issue of January 9th laid the foundation. This was followed up by news items and on the last two days of the week they gave a good deal of space to a symposium on Education gathered by our committee.

Mr. D. J. Lonsberry, of the Collegiate staff, and Mr. P. J. Collins were also able to call attention to the matter at some of the Masonic meetings in the city.

Following is a list of all those who assisted the committee in any way and we would like to mention especially *The Lethbridge Herald* staff:

Rev. Dr. J. W. Melvin, Wesley Church; Rev. E. O. Forde, First Baptist Church; Rev. W. E. Kelley, St. Andrew's Presbyterian Church; Rev. A. Clay, St. Mary's Anglican Church; Ven. Archd. Swanson, St. Augustine's Anglican Church; Rev. Fr. Murphy, St. Patrick's Roman Catholic Church; Rev. J. M. Pritchard, Knox United Church; David H. Elton, K.C., L.D.S.; Inspector J. O. Scott, President, Kiwanis Club; J. H. Westbrook, Chairman, Public School Board; Miss Susie Bawden, Member, Public School Board; A. J. Watson, B.A., Superintendent of Schools; D. J. Lonsberry, Mathematics Instructor, Collegiate; A. Wade.

MEDICINE HAT

"Alberta School Week" was observed in Medicine Hat during the week January 12th to 19th. Mr. Terrill, Editor of *The Medicine Hat News*, has been very kind in not only publishing the articles contributed, but in giving them a prominent place on the front page. Original articles were sent in by Mr. Carr, Inspector of Schools; Dr. M. L. Moore, one of our School Board members; Mrs. McBean, and Mr. E. White of the High School Staff. Clippings from articles on education were supplied by Mrs. White of the Public School staff, and by Miss V. B. McLean and Miss M. J. Goudie. The following ministers kindly co-operated by making references to educational work in their addresses on Sunday:

Canon Western, of St. Barnabas' Church; The Rector of Holy Trinity Church; Mr. Scragg, of Fifth Avenue United Church; Mr. Cann, of Westminster United Church; Mr. Blackburn, of St. John's Presbyterian Church.

EDMONTON

In Edmonton "Alberta School Week" was handled in an aggressive manner. With the exception of the Anglican churches, practically every pulpit in the city was occupied at one service during Sunday, January 12th, by a teacher speaker. Both the *Edmonton Journal* and the *Edmonton Bulletin* co-operated heartily in the publication of editorials, educational references and notices. Although all Service Clubs could not accommodate educational speakers during that week, arrangements were made to have an educational address at some meeting as near as possible to that date. Practically all Service Clubs in the city were addressed at some time, including the Canadian Club, I.O.D.E., Women's Council, Kinsmen's Club, Kiwanis Club, Trades and Labor Council, Gyro Club, Native Sons, Optimists' Club, Rotary Club, Women's Labor League, Chamber of Commerce. Several talks were given over the radio.

CALGARY

The A.T.A. Committee delayed the School Week in Calgary until the week of January 19th to 26th. The committee, composed of Misses Lunam and Fraser and Messrs. Norton and Maberley, feels very satisfied with the results.

The Churches and Service Clubs were approached and all were interested. As the lateness of the request would change their programmes too radically all could not accede. However, clubs devoted some time to it during School Week, and the ministers of the churches planned their sermons on "Education." The purpose of the week was mentioned in many church bulletins.

The Calgary papers gave much space to articles sent in, *The Albertan* writing an extra fine editorial.

The speakers and writers of articles were Misses Alford, Howard, Errol, Fraser and Lunam, and Mrs. Curtis, Messrs. Ald. Ross, Panabaker, Speakman, Love, Webb, Norton and Maberley.

The Calgary School Week is not concluded yet as during the next few weeks several speakers will give talks to some more of the Service Clubs.

The Committee wishes to submit the following suggestions:

1. That the School Week Committee be appointed on October 1st of each year.
2. That all churches and Service Clubs be approached in time to arrange the programme.
3. That radio talks be arranged.
4. That more articles be written.

Since thirteen teachers wrote twenty-four articles and gave fourteen talks to fourteen Service Clubs and churches and secured editorial assistance from the two newspapers, the work has been given impetus for next year.

REDCLIFF

School Week was fittingly observed in Redcliff, through the medium of Gordon Memorial United Church.

On Sunday morning Mr. Hector Lang, M.L.A., spoke on the subject, "The Community at School." Mr. Lang pointed out that the Public School and the High School are only the first steps towards the School of Life and that the ideal community is the one in which no one considers himself too old to learn.

Mrs. E. L. Stone of the Public School staff, gave the address at the evening service. Her subject was "The Relationship of the Home, the Church and the School." Mrs. Stone showed that these three great institutions are interdependent, that their aims are identical, namely: the building of character, and that the success of each depends upon the co-operation of the other two. Mrs. Stone stated that in her opinion, only the sympathetic and harmonious co-operation of the Home, the Church and the School could bring about that lasting Peace for which the world is longing and praying.

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EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.

PUPILS' STANDING IN SUBTRACTION

IN the December issue of this magazine there appeared a series of tests on the four fundamental operations. In the February number a summary of the findings as they related to addition was given. In this month's magazine a similar report on subtraction is presented, based upon the work of 100 Grade II. pupils, 84 Grade III. pupils, 99 pupils of Grade IV., 38 pupils of Grade V., and 99 pupils of Grade VI.

TEST PROBLEMS

1. On January 1st there were 84 cases of measles in a city. On February 1st there were 40 cases. How many more cases were there on January 1st than on February 1st?
2. On August 20th a company had completed 495 miles of railroad. Between June 10th and August 20th they built 68 miles of railroad. How many miles of road were completed on June 10th?
3. Explain what you really do when you subtract two numbers.
4. When you subtract, which do you find, a difference or a total?
5. When you subtract, which do you find, a sum or a remainder?
6. Can you subtract two numbers if they are the same size?
7. Give me a problem with two numbers in it that should be subtracted to find the answer.
8. Finish the sentence in this problem so that you will have a subtraction question: "My garden is 50 feet long and 24 feet wide. How many?"
9. If you know that Bob weighs 60 pounds and that Henry weighs 38 pounds, what information do you get when you subtract 38 from 60?
10. Take 40 from 84.
11. Subtract 68 from 495.

SUMMARY OF DATA

A tabulation of the answers to each problem is given below.

Problem 1—	Percentage of Responses in Grades		
	II	III	IV
Correct	25	50	93
Method correct. Error in computation	3	12	7
Answer numerically correct, but wrongly applied	3	1	0
Part of original data given as answer	10	1	0
Method not apparent. Wrong result	30	7	0
Result that contradicts given data; e.g., "There were 24 on January 1st."	3	2	0
There were 80 and 40, or 124, 114, 134, etc., altogether	3	12	0
Nonsense; irrelevant	3	10	0
No attempt	20	5	0

Problem 2—

	Percentage of Responses in Grades		
	IV	V	VI
Correct	8	28	45
Method correct. Error in computation	1	..	13
495 + 68	25	17	22
495 × 68 = 35260, 33660, etc.	10	..	1
495 ÷ 68	9	3	1
68 ÷ 2	9	3	..
10 × 20; 20 × 68; 68 × 2; 495 × 2	10	..	1
20 + 495 + 10 + 20 + 86 + 10	3	..	..
20 + 495 + 10	1	..	..
Nonsense; irrelevant	3	19	12
No attempt; not completed	8	19	6
Repetition of data	12	11	2

Problem 3—

	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	17	44	60	62
Idea correct, poorly stated	17	23	3	..
Incidental fact stressed; e.g., "You put them under one another."	13	4	5	9
Subtraction sum worked. Attention on result rather than upon the process; e.g., "You get an answer," "It leaves nothing," etc.	10	9	5	13
"You subtract"	13	7	3	2
"You add," "You times it," "You put two numbers in one," "You find a total"	10	7	18	..
Addition, multiplication or division sum given	4	..	..	..
Impossible statements; e.g., "You take away the biggest number," "You call your answer the take away," etc. . . . .	..	4	..	..
Irrelevant . . . . .	..	..	3	5
No attempt	7	2	..	6

Problem 4—

	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	49	54	63	96
Subtraction sum given . . . . .	..	..	3	..
Incidental fact; not essential	4	5	6	..
"You find a total," "You add," etc.	27	27	19	4
Nonsense; irrelevant; e.g., "When you prove it, you get a different answer."	13	10	3	..
You find the answer . . . . .	..	..	6	..
No attempt	7	4	..	..

Problem 5—	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	53	51	60	94
Idea correct, but poorly expressed		3	4	..
"You find a total," etc... ..	22	42	33	6
Nonsense; e.g., "You remainder them"	12	1	..	..
No attempt	13	3	3	..

Problem 6—	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	44	36	48	67
Nonsense; e.g., "Sometimes you can, sometimes you can't"	4	3	2	..
No	43	60	48	33
No attempt	9	1	2	..

Problem 7—	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	12	32	46	61
Subtraction sum given... ..	32	19	14	15
Data but no problem... ..	7	21	30	1
Data and solution, but no problem .....	..	..	..	21
Addition sum given... ..	7	2	5	..
Multiplication or division sum or problem given... ..	2	8	..	..
Nonsense	18	10	..	1
No attempt	22	8	5	1

Problem 8—	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	6	15	17	38
50+24=74; or 50—24=26	4	16	9	19
Asks for data already given	7	3	..	..
Repeats data already given	10	..	3	..
Contradicts given data... ..	7	3	..	..
Adds extra data... ..	..	..	..	19
Solved a subtraction problem .....	..	..	..	1
Solved an addition problem .....	..	1	..	..
Nonsense: e. g., "How many flowers in it?" "How many are left?" ..	42	50	35	2
Multiplication or division problem or sum... ..	2	7	36	9
No attempt	22	4	..	12

Problem 9—	Percentage of Responses in Grades			
	III	IV	V	VI
Correct	3	19	41	63
"You get 22"	12	39	46	22
60—38=... or 38—60=... ..	14	10	..	..
"You add," "You get the total," "38+60=..." ..	23	3	..	..
"You get less," "You get a remainder" ..	..	7	5	6
"You can't take 38 from 60"	2	1	..	..
Repeats given data	11	2	..	3
Contradicts given data... ..	2	7	..	3
You get the answer... ..	..	2	..	1
Irrelevant; e. g., "Henry is smallest"	9	1	8	..
No attempt	24	9	..	2

	Problems 1 and 10 Percentage of Responses in Grades			Problems 2 and 11 Percentage of Responses in Grades		
	II	III	IV	IV	V	VI
Drill sum correct, Problem correct ..	17	32	81	3	24	34
Drill sum correct, Problem wrong ..	17	31	6	52	64	56
Drill sum correct, Problem not attempted	2	2	0	..	..	..
Drill sum wrong, Problem correct ..	6	13	10	0	3	4
Drill sum wrong, Problem wrong ..	26	19	3	44	9	6
Drill sum wrong, Problem not attempted	3	0	0	1	0	0
Drill sum not attempted, Problem correct	3	0	0	..	..	..
Drill sum not attempted, Problem wrong	14	3	0	..	..	..
Neither attempted ..	12	0	0	..	..	..

INTERPRETATION OF DATA.

Mechanical Operations—

Grade IV has not mastered the mechanical work in subtraction. They obtain 87% accuracy with "Take 40 from 84," and only 55% accuracy with "Subtract 68 from 495."

On Problem 10 the scores are: Grade II, 36%; Grade III, 65%; Grade IV, 87%. On problem 11, the scores are: Grade IV, 55%; Grade V, 88%; Grade VI, 90%. Apparently there is a marked rate of improvement about Grade IV senior.

Success in Problem Solving—

For problem 1, the scores were: Grade II, 25%; Grade III, 50%; Grade IV, 93%. For problem 2, the scores were: Grade IV, 8%; Grade V, 28%; Grade VI, 45%.

NOTE—That while Grade IV scores 93% on Problem 1, they score only 8% on problem 2. Problem 2 was a difficult one, calling for careful analysis—too much of it no doubt for some purposes. It is evident that there is no real point in asking what relation proficiency in mechanical work bears to proficiency in problem solving. In the mechanical work there is a static state of affairs; in problem solving the difficulty of the analysis is a complex variable.

Forty-five per cent of the Grade VI pupils solved problem 2 correctly. The answers of this group for problems 3, 4, 5, 6, 7, 8 and 9 were contrasted with the answers of those who did not solve problem 2. The comparative scores are as follows:

Grade VI Pupils	Percentage of Group that Solved Problems								
	3	4	5	6	7	8	9		
(a) Solved Problem 2....	62	100	93	80	82	37	77		
(b) Did not solve problem 2	62	92	97	60	46	39	51		

Both groups answer questions 3, 4 and 5 equally well. Ability to get answers to subtraction problems and ability to explain what subtraction means are not co-existent necessarily. Pupils can get answers without understanding processes. The evidence to be produced in a later issue, indicates that a pupil's score on problems such as 3, 4 and 5 is more de-

pendent on age-grade than on ability to do mechanical work. If this point were established we would then have before us the query: "Is ability in problem solving dependent in the main on biological development, as represented by age and grade, or is there merely a limit set by nature which we are not now reaching by our present methodology?" Future experiments in methodology would show whether the attainment in problem solving of the present sixth grade pupil might be reached by a pupil in grade four.

It is interesting that the ability to construct a problem illustrating the application of "subtraction" is possessed to a much higher degree by those who succeed in solving problem 2 than by those who fail to solve the problem. One sees the possibility that it might be profitable to make the construction of problems a regular part of the pupil's training in problem solving.

Old Habits Influence Procedure—

The data collected show instances where pupils manipulate the numbers 84 and 40 of problem 1, and having obtained an answer of 44 or 124, attach the dollar sign to it calling it \$0.44 or \$1.24. Without thinking of the sense of the problem pupils subtract 40 from 84 and as the result of old habits record that there are 44 left, when such statement has no reference to the cases of measles in the city.

The habit of dealing with subtraction where ordinarily the minuend and the subtrahend are unequal in value, leads over 40% of the pupils of Grades III, IV, V and VI to say that you cannot subtract two numbers if they are the same size.

Language Difficulties—

Certain pupils stated that when you subtracted you found a sum, others said you added, others again said that "to subtract" meant "to find a total." The phrase "times it" by some number is very common in our schools. In problem 4 the following answers were recorded: "The difference is you take away;" "It difference than sums;" "We find an add." Among the answers to problem 5 are found: "You remainder them;" "Your remainder answer;" "When you subtract you add;" "You call your answer the take-away."

Faulty Attitudes—

By way of illustration typical responses are given below:

Problem 3—

- "You subtract when there are two numbers."
- "You get an answer."
- "You take away the biggest number."
- "When you subtract you carry one."

Problem 5—

- "When you subtract your remainder answer is bigger."

Problem 7—

- "I bought 5 cents worth of candy, paid 10 cents and got back 5 cents."
- "Mary had 5 apples and Harry had 3. The answer is 2."

There is much evidence to support the view that pupils do not view a problem as the embodiment of any question addressed to them. The mind appears to be focused upon techniques, devices, results, and incidentals. Children might be trained to see problems in what are supposed to be problems. If the problem could not always be discovered, the pupil might be aware that no problem had been revealed, and the business of "getting an answer" might be delayed a moment. Pupils should not be required to think when thinking can be made unnecessary because of good habits. Familiarity with problems, problem types, problem language, oral solutions and mental solutions might all aid in building in the required habits. What one must object to is the absence of thought that accompanies the absence of trustworthy habits.

CADET TRAINING

In view of the circumstances that the U.F.A. and U.F.W.A. conventions have expressed themselves in recent years as in favor of the replacement of cadet training by physical education, it is interesting to note that the School Board of the City of Lethbridge is disbanding the school cadet corps. This course was decided on at a meeting of the Board some time ago. Action followed the visit to the meeting of the National Council of Education in Vancouver, of Dr. Lovering, one of the members of the Board. What Dr. Lovering learned at the Vancouver meeting convinced him that this form of training was not desirable for young people of school age.

—The U.F.A.

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

SUBSCRIPTION: Members of A.T.A. - \$1.00 per annum
Non-Members - \$1.50 per annum

Vol. X

EDMONTON, MARCH, 1930

No. 7

BLAIRMORE SCHOOL BOARD
LUCKNOW S.D. No. 1946
ANT HILL S.D. No. 2663
BOWDEN S.D. No. 302
THULE S.D. No. 1126
WILLOW RANGE S.D. No. 2888

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to:

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

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Editorial

WE have been anxious to believe that the time had passed when Alberta teachers must stand jealously on guard over two well-established principles of liberty and justice:

- The right at all times of a teacher to a "hearing" before dismissal.
- The right to invoke an *outside* impartial body in disputes between teachers and school boards.

When the term "hearing" is used in such a connection there is inevitably a supposition of:

- One party charged and another party levying a specific charge or complaint.
- A place, date and time set for the "hearing," of which all parties are duly notified; whereby all are enabled to survey the situation coolly, to gather evidence in support of their case, and to raise the dispute from the plane of *ex parte* judgment to that of British fair play.
- The presence of all parties during a full presentation of both sides of the dispute.
- A privilege accorded to all parties to be represented by agent.

We admit that this last is where the professional organization takes a hand. The Alliance, like any other healthy occupational society—let us say, for example, the U.F.A.—justifies—nay, *ensures!*—its existence only to the extent that it is able to help and uphold its members in the troubles peculiar to their calling. All the uplift and higher culture in the world would not keep the U.F.A. in business if that worthy body were not vitally concerned in begetting security and comfort for the farm-people on their farms. That is equally true for the Alberta Teachers' Alliance, with respect to the occupational group which it represents.

In the manifesto printed below, reference is made to proposals of the Minister of Education; proposals which contemplate changes in the Prescribed Form of Agreement and in the School Act. We are forced to believe that the effect of these changes would be to demolish the rights to which we referred at the outset. Beyond a shadow of doubt they are such as to keep the teachers' organization from "butting-in" or "meddling" in disputes between school boards and our members. In other words the proposals are such as to isolate the teacher from any possible aid or solace from the Alliance which he or she may now obtain in time of trouble. Indeed, the proposals are such as to destroy the morale of the membership individually and collectively, and to maim the organization by lopping off its most effective branch of service to the members.

We are loth to think that the Minister had such an idea in mind when formulating the plans; for it would be difficult to believe that any genuine educationist would contrive thus to knife a publicly recognized and accredited institution—one which is raising the morale and the status of the teaching body; one which is advancing and safeguarding the cause of education in our province. However, we must be frank and outspoken at this crisis. Whatever may be the intentions of the Minister (and we believe that he desires the utmost efficiency compatible with "peace in our time"), the fact remains that the effect of his plans, if enacted, would be *legislation directed against us as an organized occupational group*. We always prophesied that the U.F.A. movement in the pursuit of work and practical ideals, would go far, but we do not believe that it will ever go so far as to lose from sight the principles with which it launched into politics.

It is greatly to be hoped that the Minister will refrain from going further with the plans outlined to our Executive and that he will appreciate that their benefits to the system would be trivial compared with the harm they would inflict.

The Executive of the Alliance have considered most carefully all that this matter involves. They realize the seriousness of the position and the responsibility which it lays upon them. They wish to impress upon the membership that no overstatement of the case is made above or below, nor any exaggeration of the menace confronting the teaching body today. Were we to withhold the facts from our membership at this time, we should be breaking trust and fleeing from our duty. . . . The manifesto printed below, copy of which has been mailed to every member of the Legislature, states and reviews the facts.

A. J. H. POWELL, President.

* * * * *

Manifesto to Members of Legislative Assembly

The Minister of Education has notified a committee of the Executive that he has under consideration the making of certain changes in the School Act dealing with the contractual relations between teachers and school boards, changes of such a nature as to diminish certain safeguards and impair the measure of security which now pertains. In connection therewith we venture to bring to your attention our point of view regarding the proposed changes.

THE IMPORTANCE TO EDUCATION OF STABILITY IN THE TEACHING PROFESSION

In pursuance of our aim to raise the status of the teaching profession, to improve its personnel, and make the work of teaching a little more desirable, the Alberta Teachers' Alliance has endeavoured to further a policy of security of tenure of position for teachers, or freedom from liability to capricious

dismissal at the whim of school trustees of a certain type. From the material interest viewpoint, this is an indubitable advantage to the teachers as it would be to any other class of employees, but there are other viewpoints as well. There is that of those who regard teaching not merely as a means of earning a livelihood, but as an honourable and skilled profession, and there is the viewpoint of the community which employs the teachers. From these latter viewpoints what is to be said about security of tenure?

The work of teachers is generally agreed to be of critical importance to the community. It is also work which involves the curbing of a number of strong young wills, apt to be impatient of such curbing with all the impatience of youth, inclined to resent the control of the teachers. Normally these protests would do no very great harm any more than the traditional "grousing" of the private soldier does to the efficiency of the army. Unfortunately, in the present generation, parental discipline is at a low ebb and children are able only too often to enlist the active support of others (put first in this case advisedly) and parents in their cause. The parents protest (usually verbally and indefinitely) to the board, and a board being as a rule thoroughly democratic and frequently oblivious to the teacher's difficulties, takes up the cudgel on behalf of the complainant children and adults with disastrous results to either the discipline and welfare of the school or the career of the teacher. In this respect the position of a teacher may be compared to that of a judge perpetually dealing with litigants, not ten per cent of whom have the capacity nor inclination to take an impartial view of their own cases, but must invariably regard the judge who decided against them as either a fool, an incompetent, a knave or a brute. It is a recognized and cardinal principle of British jurisprudence that security of tenure for the judiciary are the first requisites of a sound and efficient legal system. The failure to observe that principle has been attended with disastrous results in any time of its occurrence and the condition of criminal law enforcement in certain countries today might be cited as an example of this. What holds in the sphere of law may be held with certain variations in that of education. The teacher who is going to do really good work must be able to uphold discipline and insist on industry, untrammelled by fear that such a course will lead to untimely curtailment of his or her employment at the hands of a board of trustees dominated by complaints often traceable on the one hand to children of low academic capacity or resentful of wholesome discipline, and on the other hand to an individual or small coterie of ratepayers desirous of "scoring" the teacher for some matter remotely connected with, if not entirely irrelevant to, the operations of the school or the teacher in the school.

It is notorious that labor easily hired and easily dismissed is as a rule very lightly regarded. The belief that there are unlimited numbers of teachers much like sheep in their resemblance to each other is quite widespread among school trustees. If one sheep is not satisfactory, it can always be knocked on the head and another purchased in its place. Therefore, neither the engagement nor the dismissal of teachers has been taken very seriously so far. And it is contended with the utmost conviction that this "hire" and "fire" atmosphere is one of the fundamental reasons why many of the most promising and efficient of our young teachers leave the work of teaching. Security of tenure means more than protecting individuals from capricious dismissal. Independence, or some approach to it spells self-respect, and the best type of self-respect will see to it that the respect of others also is honestly earned. Until the teacher can enjoy both the respect of himself and of the community, the best type will not enter or remain in the profession and it suffers accordingly.

HISTORY OF TEACHERS' EFFORT TO OBTAIN SECURITY OF TENURE

With a view to obtaining some semblance of security of tenure for teachers, after years of earnest advocacy by the teachers, the Minister of Education, with the endorsement of the Alliance and the Alberta School Trustees' Association, amended the prescribed form of agreement between teachers and school boards in the year 1920 so as to embody the following principles:

- (1) A continuity of service from year to year.
- (2) A meeting or "hearing" for the teacher when dismissal of the teacher was threatened or pending.

The 1920 form of agreement contained this new clause:

- "3. This agreement shall continue in force from year to year unless it is terminated as hereinafter provided, or unless the certificate of the teacher has been revoked in the meantime."

And also the following new clause:

- "5. (a) Either party hereto may terminate this Agreement by giving Thirty (30) days' notice in writing to the other party:

Provided, however, that if the teacher within Five (5) days after receipt of such notice requests the Board in writing for an opportunity to discuss with the said Board its reasons for proposing to terminate the said Agreement and to answer any charges or complaints made against him, then such notice shall not become effective unless and until a meeting is held for such discussion.

- "(b) Ten (10) days' notice in writing shall be given the teacher of such meeting and the teacher accompanied by some ratepayer or member of his immediate family shall have the right to appear at the said meeting and to discuss the reasons for which the Board may desire to terminate this Agreement.

- "(c) At the conclusion of the said meeting the Board may either confirm or rescind its previous action in giving notice of termination of this Agreement. If the Board confirms its previous action in giving said notice then this Agreement shall be fully determined

and ended in Thirty (30) days after the date when the teacher has been notified in writing of such confirmation."

Two conferences were held, called by the Minister, one in 1920 and again in 1922, between representatives of the Alliance and the Trustees' Association under the chairmanship of the Deputy Minister of Education, Mr. J. T. Ross. The question under review was that the Alliance was making the following representations:

- (a) That the Board should be required to establish "valid" or "reasonable" reasons for terminating the Agreement.
- (b) That the procedure outlined in Clause 5 (above) savored of the principle "sentence before trial"; that the application of the clause was to place the Board's action under review rather than the efficiency of or complaints against the teacher; that is, the Board, having committed themselves by actually giving the notice, were called upon to decide whether or not they should go back upon their decision—reverse themselves.

The records of proceedings will show that representatives of the trustees did not object at either conference to the principle of a "hearing"; but refused to endorse the principle of trustees being required to establish reasons.

The previous Minister of Education, in 1921, provided also for a Conciliation Board to settle disputes between teachers and boards, and, as far as we are aware, the trustees have never gone on record as opposed to the principle of an outside, impartial body investigating and reporting upon dismissals of teachers.

In 1922 the present Minister acceded to the representations of the Alliance and reversed the procedure of Clause 5 (a) above quoted and inserted a proviso in the form of agreement that the "hearing" of a teacher should precede notice of dismissal or termination of agreement. This clause now reads as follows:

- "6. This Agreement shall continue in force from year to year, unless it is terminated as hereinafter provided, or unless the certificate of the teacher has been revoked in the meantime.

"Either party hereto may terminate the Agreement by giving Thirty (30) days' notice in writing to the other party:

"Provided that no such notice shall be given by the Board until the teacher has been given the privilege of attending a meeting of the Board (of which five clear days' notice in writing shall be given to the teacher) to hear and to discuss its reasons for proposing to terminate the Agreement."

This proviso has been found to be a real protection to teachers and to schools in that it has prevented precipitate action on the part of school boards who, naturally, are disinclined to run the risk of open discussion unless they feel they have real cause for taking action. Furthermore, in scores of cases difficulties and misunderstandings have been ironed out to the satisfaction of both parties to the agreement. This, in spite of the fact that this clause of itself does not and can not prevent a school board from proceeding to dismiss a teacher on irrelevant grounds.

BOARD OF REFERENCE

To provide an additional safeguard, Section No. 197 of the School Act was amended in 1925 so as to clarify the previous provision for a Board of Conciliation, but it has not proven as efficient in preventing injustices to teachers and school boards owing to lack of the following:

- (1) The prevention of school boards from hiring another teacher during the period between the application for a hearing and investigation and delivery of the findings of the Board of Reference.
- (2) The power being given the Board of Reference to impose its findings on either or both parties to the dispute.

The Alliance represents with every conviction and respect that slight amendments to Section No. 197 of the present School Act would solve the whole problem to the satisfaction of teachers and to the benefit of the schools.

INSPECTORS AS ARBITRATORS

It may be that the Board of Reference might be made more mobile in its activities by making of it a one-man board instead of, as at present, a board of three, the person chosen being mutually acceptable to both the Alliance and the Alberta Trustees' Association. **The Minister's proposal to make the Inspector the Arbitrator in all cases where dismissals of teachers are contemplated during the academic school year (September to June) is inadvisable** for the following reasons:

1. It is very seriously questioned whether the Inspector is the right person in whom the power should be vested to reverse the decision of school boards in cases of dismissal, although his evidence respecting the efficiency of the teacher would be invaluable to the Board of Reference.
2. Without desiring in any way to cast reflections on the Inspectorial Staff as such it is contended that they are not trained for taking charge of investigations of this kind or of sifting evidence.
3. An efficient Inspector would necessarily be more interested in filling the schools in his district with teachers of capacity than seeing that individual teacher's and board's interests and contractual obligations were fulfilled.
4. An important function of an Inspector, we suggest, is to take the line of least resistance consistent with his dignity and efficiency; that is to say, he must, as far as possible, avoid clashes with either school boards, ratepayers, or the teachers under his supervision. Every case referred to him would result almost inevitably in someone being disgruntled at his decision. As time passed and more and more cases were referred to him discordant elements would increase in ever widening circles, rendering the Inspector *persona non grata* with a

considerable number of persons with whom his duties brought him into contact, making his position unenviable, to say the least.

5. With the multitudinous duties now devolving upon the Inspector this added duty would be a real burden and every investigation would be a serious break in his itinerary of inspection and supervision and a dislocation of his routine duties which constitute his primary necessity for existence as an official of the Department of Education.

6. The five-day notice procedure as called for in Clause 6 of the prescribed form of agreement obviates unnecessary appeals to the Board of Reference. **We think that teacher and board should first get together and endeavour to arrive at a settlement.** The result of this meeting would show whether either or both parties should invoke the Board of Reference.

RE THE MINISTER'S PROPOSAL FOR UNTRAMMELED TERMINATION OF CONTRACT AT END OF ACADEMIC SCHOOL YEAR (September to June)

We are heartily in accord with the Minister that whatever action is taken by the School Board should be taken before the end of the school term. Under existing conditions a degree of moral pressure on the Board through ratepayers and others can be exerted, which greatly reduces the danger of capricious dismissal.

To leave a school board untrammelled, i.e., to give 30 days' notice to a teacher without any preliminary meeting (as per Clause 6) would relegate the teacher once and for all to the class of a renter. It would be highly indiscreet for a rural, village or town teacher to purchase a house or make similar commitment under the conditions suggested. A vocation circumscribed in this way must necessarily include a low percentage of family supporting people. Teachers who are hotel guests or boarders, however efficient as teachers, seldom develop an urge to public duties as citizens, for which by their education and equipment they are usually well-qualified.

In the rural unattached teacher, the proposed change will accentuate the migratory tendency. Nothing will be easier for the unattached teacher at the suspicion of minor animosities, which Clause 6 now tends to dispense or suppress, than to forestall any risk of receiving notice from the Board by handing in his resignation.

We suggest that an annual payroll of from four to five million dollars should be maintaining a large number of homes and families. One fundamental requisite of an increasing number of home-supporting teachers is security of tenure. The proposed clause would, we are convinced, make the teaching profession much less attractive for men of ability, and in that way lead directly away from the sound economic exploitation of these country teacherships.

Assuming that this suggestion is adopted by the Legislature, the experience of many years enables our organization to say with conviction that it will augment rather than lessen cases of injustice and personal hardship, the final result being that it will prove itself to be a retrogressive rather than a progressive step. It will prove itself to be a "solution" which is *no solvent*, and time and experience of teachers and Department would prove the wisdom of repeal.

We recognize fully that advocating "no teacher be dismissed without cause shown" would be inconsistent if, at the same time, a perpetual sort of "General Post" be countenanced among teachers dictated by no reason whatever but the desire for change or more promising social attractions. We assure the members of the Legislature that it is the sincere desire of the Alliance to be diligent in protecting school boards from unfair treatment at the hands of teachers: the teachers' organization is quite prepared when once the Department of Education makes provision for the creation of an Advisory Body to deal with the certification and disciplining of teachers, to avail themselves of this facility for co-operation in preventing abuses now regrettably prevalent in the form of teachers capriciously abandoning one school in favor of another. Without such facility it is impossible for the Alliance (although against its will and inclination) to be little more than pained spectators. We are not impassive nor lacking in official discountenance and condemnation of individuals when any departure is made from that rigid standard of conduct rightly anticipated of teachers. We recommend unreservedly that complaints against teachers of unprofessional conduct of the kind indicated be thoroughly investigated by machinery set up for this purpose and that proven departures from rectitude be dealt with in a manner bordering on harshness.

We regret to burden you with a long communication of this kind, but in view of the immediate prospected change in the School Act, we are convinced that we would be disloyal to the trust vested in us by our membership if we did not take this *only* possible means now at our disposal to lay before the members of our Legislative Assembly the viewpoint of the teachers in this, to us, momentous issue.

A.T.A., Inc.

LEAGUE OF NATIONS' OFFICIAL ON A VISIT TO CANADA

Word is just to hand from Geneva that Miss Mary McGeachy, M.A., of the Information Branch of the League of Nations Secretariat, is to be in Canada for a month or two, beginning in February. Miss McGeachy was a member of the Ontario Secondary School Teachers' Federation before she

went to Geneva and her special work is to establish a connection between the schools and the League of Nations. She would appreciate any opportunities for visiting schools or teachers' organizations or for furnishing information about the League. Miss McGeachy may be addressed at the Federation Office, 1139 Bay St., Toronto.

ARE A.T.A. FEES HIGH?

There have been isolated complaints that the membership fees of the Alliance are too high. It is impossible to reduce the staff if we are to continue giving the present type and quality of service. During the past few months we have made enquiry into the amount of service rendered to individuals and groups in other organizations, and, as a result, we can state with assurance that the amount of service given to members of the A.T.A. compares more than favorably with that given to members of other organizations—teachers' professional or craftsmen's organizations. Besides this our fees are only fractional compared with those required by other organizations. Here is a brief list of all that could easily be obtained, and we leave it to members to make their own comparisons:

Fees

	Initial Fee	Annual Fee
Lawyers	\$100	\$25
Doctors	100	15
Dentists	100	10 Local \$5
Chartered Accountants	50	20
Druggists	50	10
Optometrists	20	20

When lawyers from outside the Province desire to come to Alberta to practise, \$400 must be paid to the Alberta Law Society.

A Few Union Fees

	Initial Fee	
Stone Cutters	\$50	Monthly dues .....\$2.50
Bricklayers	50	" " 5.00
Carpenters	25	" " 1.75
Common Laborers ...	5	" " 1.25
Typographical Union .	25	2½% of total earnings
Plumbers	\$25	Monthly dues.....\$1.50
Miners	15	" " 1.50
Garment Workers ...	3	" " 1.00
Musicians	25	Quarterly dues ... 8.00

A.T.A. Fees

Salary under \$1,500	\$ 5.00
Salary of \$1,500 to \$1,999	7.00
Salary of \$2,000 to \$2,499	9.00
Salary of \$2,500 and over	10.00

\$1.00 additional for the Magazine
No Initiation Fee

Sprott's Famous PENS

are made from the best Steel in the World—by Expert Workmen—to suit the exacting requirements of

Nos. 1 and 2 are recommended for school use. Your stationer has them

A. J. Sprott

Local News

HON. G. HOADLEY VISITS TURNER VALLEY

On the invitation of the Parent-Teacher's Association and the Chamber of Commerce, the Hon. Geo. Hoadley, Minister of Health visited Turner Valley on January 23, 1930.

A large crowd gathered in the Royalite Club House to hear this gifted and interesting speaker. Mr. J. H. McLeod, president of the Royalite Oils, introduced the speaker and in his own inimitable way told a funny story which set every one laughing.

Mr. Hoadley soon settled to the business of the evening, the discussion of the feasibility of a Municipal Hospital for the Valley district. Because of conditions, peculiar to the oil district, the usual hospital scheme would not be satisfactory, but he pointed out that if the workmen employed by the oil companies were willing to contribute of their wages even two dollars a month an amply sufficient sum could be obtained to insure the efficient administration of a hospital. This would be possible only if the oil companies were willing to build and equip the hospital. It is a plan in which all must participate or its success cannot be assured.

Our member then outlined a plan for a clinic for school children, which would be a part of the hospital service. Dentists, Oculists and other specialists could be called in to meet the needs of the moment, but a competent surgeon would be in charge at all times.

He mentioned various other branches of health service supplied by the government, such as the Hospital for Victims of Infantile Paralysis, which is the only hospital of its kind in North America, the Travelling Clinic, and the Care of the Mentally Deficient.

The question of the return of Alberta's natural resources to the people of the province was dealt with so far as was possible before legislation actually places these under the control of the provincial government.

The Minister closed his speech with a little self-congratulation on being able to visit again this vicinity and old friends.

MEDICINE HAT HIGH SCHOOL LOCAL

The Medicine Hat High School Local has elected the following officers for 1930:

President: Miss Mary Fowler.

Vice-president: Miss V. B. McLean.

Secretary-treasurer: Miss M. J. Goudie.

* * * * *

On December 31st, Mr. and Mrs. Riley (nee Miss Marsh) spent a day in Medicine Hat, en route to Chicago, where Mr. Riley is continuing his studies in Geology, while Mrs. Riley is taking an advanced course in French at the University. So they are both students together—a delightful way to embark on married life.

LETHBRIDGE SEPARATE SCHOOL LOCAL

It is with pleasure that we announce the formation of a Local in the Separate School District of Lethbridge. The officers are:

Secretary-Treasurer: Miss Helen H. Coughlin.

President: Emil S. Vaselenak.

We wish them every success and trust the teachers of the Separate School will find in the Local an opportunity of meeting together and discussing professional problems and A.T.A. business to their mutual benefit and pleasure.

ACME

The Acme Local held their third meeting on Saturday afternoon, February 22.

The Local decided to nominate Mr. Steele-Smith for election to the office of Vice-president of the Provincial Executive for the year Easter, 1930-31.

A most interesting and helpful discussion on "Teaching Reading and Literature in the Graded School" followed the business meeting. Mrs. Rinn proposed the topic "Teaching Art" for the next meeting. All teachers who have suggestions and wish to take part in this discussion are cordially invited to attend Saturday, March 8th.

A delicious lunch was served by Mrs. Steele-Smith.

FILL IN AND FORWARD THIS FORM

To: ALBERTA TEACHERS' ALLIANCE, INC.,
Imperial Bank Building, Edmonton, Alta.

Date....., 1930.

Cheque for
Forwarded is the sum of..... Dollars,
being membership fees of the undersigned.

SCALE OF FEES	
Salary under \$1500.....	\$ 6.00
" " 2000.....	8.00
" " 2500.....	10.00
" 2500 and over.....	11.00
The above includes subscription to the magazine.	

Signed

School District..... No.....

Address.....

Annual salary earned \$.....



OUR TEACHERS' HELPS DEPARTMENT



This department exists for the service of Alliance members in the classroom. It will be directed, as it always has been, to give help where help is most needed, i.e., in the ungraded school. We shall put "in our window" what we think will be of most use to you in saving overtime work, in providing good suggestions, and in supplying needed material. We do not think it worth while to merely duplicate text-book content; but we may offer some ideas on how to organize it.

IF AT ANY TIME YOU FEEL ACUTE NEED of a set of supplementary exercises, of composition ideas, of seat-work suggestions, or anything else for which you are really at a loss, PLEASE ASK US. DON'T WAIT FOR IT TO BE SHOWN "IN THE WINDOW."

Write, stating clearly what you want, to

EDITOR, T. H. D.,
A. T. A. Magazine,
Imperial Bank Bldg.,
Edmonton

DO YOU NEED—

A book containing special material for History, Geography, Citizenship, Literature or other work in the classroom

A book on teaching method

A book to illustrate some phase of extra-mural University work

Advice or assistance in the selection of Intelligence, Proficiency or Progress Tests?

You may not be able to name the book, yet you know what you want it for. If you will write to us stating SPECIFICALLY the kind of help that you want, we will try to find the right book in the Provincial or University Libraries, and send it to you.

THE A.T.A. BOOK SERVICE,
Imperial Bank Building,
Edmonton, Alberta.

APRIL OUTLINES

GRADE I.—

ARITHMETIC

- Combinations and separations, adding 4 and 5.
- Review recognition of families and in this connection take up oral addition and subtraction to the limit of the combinations learned.
- Special drill on the relative values of numbers to 100.

READING AND LITERATURE

Read a supplementary reader, and review grade reader.

ELEMENTARY SCIENCE

- Spring activities. Housecleaning, removing storm windows and doors; digging gardens or ploughing fields; planting early seeds, lettuce, radish, sweet peas. Some of these should be planted at home by the child or in the garden plot at school.
- Baby animals, calves, lambs and pigs. Their characteristic play and their calls. The hatching of chicks at home.
- The sweet odors of spring in the woods and fields. The growing grass and how the animals enjoy it.
- Animals. The return of the birds; difference between the birds in spring and fall; their chief occupation; their joy; their hard work; their enemies; their nests as they can be found; the color of their eggs as they can be observed without interference. Care not to harm nests, eggs or little birds.
- Early piping of the frogs in the spring. Other sounds of spring; changing color of fields and woods.

LANGUAGE

- Memorization of:
Boats Sail on the River.
Little Robin Redbreast.
Sleep, Baby Sleep.
Three optional poems.
- Retelling by pupils, and dramatization of:
The Three Bears.
The Lion and the Mouse.
An optional story.
- After oral lessons the children should be able to write a sentence correctly with a little help from the teacher in spelling.
- Drill on the correct pronunciation of "th" instead of "d" as in "them."
- Story telling or reading by teacher of:
The Little Donkey Engine.
Jack and the Beanstalk.
The Old Woman and the Vinegar Bottle.
Nature Stories.

ART

Make and decorate the walls of a doll's room. Stick printed or wax crayon borders, or cut paper designs.

GRADE II.—

LITERATURE

(a) Reading—

- The Origin of Pussy Willows.
- The Ugly Duckling.
- Frogs at School.
- The Chickens.
- Supplementary Reader.

(b) Literature and Memorization—

- Little Seed.
- The Rainbow.
- Rain.

(c) Stories for Telling—

- Easter Story (Bible.)
- Mrs. Chinchilla.

COMPOSITION

(a) Oral Topics—

The Coming of Spring.
Baby Birds and Animals.
The Street Cars.
Skipping Rope Fun.

(b) Review use of capitals.

Statement and question with punctuation.

(c) Teach and use in sentences: ate, eight; here, hear; for, four; to, too, two.

ARITHMETIC

Review all combinations and teach 2-column addition.

Drill in writing numbers in words. (Correct spelling.)

Drill in writing numbers in figures, from dictation and from the written form.

Give practice in putting down sums of money from dictation.

(It is suggested that these sums be always written in columns, dollars under dollars and cents under cents, thus saving time when addition and subtraction are taught.)

Teach the idea of $\frac{1}{3}$, i. e. that $\frac{1}{3}$ is one of 3 parts, all equal.

PHYSIOLOGY AND HYGIENE

2nd week: Play—Outdoor play gives us stronger muscles, better lungs, stronger bones, rosier cheeks and makes us happier.

3rd week: Safety First—Safe place to play and why.

4th week: Safety First Poster.

NATURE STUDY

Animals—Gopher, muskrat, badger.

Birds—Bluebird and robin — Study habits, nest, song, food-getting, etc.

Plants—Spring flowers—Pasque flower, colt's foot. Encourage individual garden plots.

CITIZENSHIP

First Week—Truth Week. Stories and dramatizations to show need of this. Bring out pleasure gained by being trustworthy. Aim to be a good example to younger boys and girls. Include stories of faithfulness shown by animals to man.

Second Week—Courage and Bravery. Stories and dramatizations. E.g., Peter and the Dyke; A Cat Saves Her Kittens from a Burning Barn. Ref: The First Golden Rule Book.

Third Week—Good Manners Week. Review of correct conduct for all occasions. Discourage loud laughing and talking in public places. Discuss correct behaviour when at a musical concert. Deportment.

Fourth Week—Lessons on Control of Speech. Special reading lessons to help voice control. Care to answer correctly and politely. Avoid speaking rudely to anyone else. Do not "answer back" as applied to home and school.

GRADE III.—

LITERATURE

Silent—

Joseph and his Brethren.

Oral—

Eastern Legend. Iris.
Joseph and his Brethren.

Story Telling—

The Tin Soldier.

Memory—

April Rain. Where go the Boats?
The Night Wind.

Dramatization—

How the Little Kite Learned to Fly.

COMPOSITION

- (a) **Oral**—Our Prairie Pasque Flower (Crocus); A Trip out of the City; A Bird's Nest; The Garden; My Doll.
- (b) **Formal**—Teach abbreviations for gallon, quart, pint; ounce, pound; yard, foot, inch. Continued sentence and letter writing with use of easy phrases beginning with: of, by, with, in.
- (c) **Vocabulary Building**—Writing questions beginning with, how, when, where, what, and answering these in short sentences.

CITIZENSHIP

- (a) Punctuality.
- (b) Work—Not neglect home assignments; promptness in school work.
- (c) Stories:
 1. Too Late (Conduct Stories by Gould).
 2. The Choice of Hercules.
 3. The Girl who would not Work.
 4. The Elves and the Shoemaker.

ARITHMETIC

1. Time tests in addition and subtraction.
2. Teach 7 times. $1/7$, (m. and d.).
3. Teach ounce and pound.

NATURE STUDY

The following flowers may be studied between now and the end of the term: pasque flower, three-flowered aven, buffalo bean, vetch, cinquefoil, silver-weed, shooting star, pixie, anemone, flax, blue-eyed grass, wild rose, saskatoon, wolf-willow. Obtain, if possible, some frogs' eggs and let class observe development.

HYGIENE

Our teeth—Care of them. Their importance to us.

GRADE IV.—

LITERATURE

Silent Reading—

Antonio Canova.
An Explorer's Boyhood.

Oral Reading—

The Coming of Angus Og.
The Crocus' Song.

Literature—

The Shepherd's Song.
A Ride for Life.
An April Morning.

Memory Work—

In April.

April Rain.

Story—

Proserpine.

LANGUAGE AND COMPOSITION

- (a) Numerous exercises in homonyms and synonyms, words with opposite meaning and the use of "a" and "an."
- (b) Description of interesting scenes. E.g., "Columbus at Court."

CITIZENSHIP

Public Parks and Playgrounds—

Attitude towards these. (Protect our trees).
Civic clean-up week.

Order—Value of system and promptness—in work and play.
Early Days in Alberta.

NATURE STUDY

Bird Study—Return of the birds from winter habitat—Bluebird, Meadow Lark, Robin.

Animal Study—Gopher, coyote and badger.

Flowers—Crocus and Violet.

SPELLING

Remaining words in Supplementary List.
Memory Work Spelling.

GEOGRAPHY

Make map of your School District, putting in main roads, towns, rivers, etc.

HYGIENE

Sleep and Rest—Why we need sleep; bedtime—eight o'clock; getting ready for bed—washing, brushing teeth; sleeping alone; flat pillow; light, warm covers; open window; rest periods during the day while playing; care of eyes while reading; getting up promptly when sleep is ended; position in bed—body stretched out at full length; outside sleeping porch.

GRADE V.—

LITERATURE

Oral Reading—

Don Quixote and the Windmills.

Memory Work—

The Daffodils (Temple Poetry, Book 4), or Miriam's Song.

Silent Reading—

Bruin and the Cook.

Literature—

Don Quixote.

Story Telling—

William Tell.

SPELLING

Complete Supplementary List.
Words from other subjects.

CITIZENSHIP

Stories of the beginning of centres of population as at Indian Head, Regina, Macleod, Prince Albert, Edmonton, Medicine Hat, Calgary and other places previously posts or frontier forts; accounts of how such places were named.

GEOGRAPHY

1. Railroad Trip—From Lloydminster to Jasper, via C. N. R.
2. North with the Buffalo—(Wainwright, Tofield, Edmonton, McMurray, Waterways, Lake Athabaska and Slave River).

HYGIENE

The Teeth and Foods—

1. Care of teeth and gums.
2. Review of teeth.
3. Foods—Proteins
4. Foods—Fats.

GRADE VI.—

LITERATURE

Literature—

Horatius.

Memorization—Choice of:

A Country Walk. If I Forget. The Soldier.

Oral Reading—

Horatius.

Silent Reading—
On Making Camp.

Story Telling—
St. George.

GRAMMAR

- (a) Clauses—Suggested Exercises: Similar to those suggested under Phrases.
(b) Conjunctions—Suggested Exercises:
(1) Selecting conjunctions joining words.
(2) Selecting conjunctions joining phrases.
(3) Selecting conjunctions joining clauses.
(4) Review combination of Simple Sentences stressing use of suitable conjunctions.

COMPOSITION

- (a) Paragraphs—(History, Nature Study, etc.).
(b) Stories of two or more paragraphs.
(c) Little plays—enlargement of direct narration.

SPELLING

Finish "Demons."

ARITHMETIC

Problems which necessitate the use of fractions.
Percentages— $25\% = \frac{1}{4}$, etc.

CITIZENSHIP

Explorations of Eastern North America—Lief Ericsson, Cartier, Hudson, Champlain, La Salle.
The Church and the Indians—The Huron Missions; their destruction.

NATURE STUDY

1. Study of a fish: e.g., Whitefish, Salmon.
2. One insect. (See May and June.)

GEOGRAPHY

Mexico: Central America; West Indies.

GRADE VII.—

READING AND LITERATURE

Literature—

A Man's a Man.

Oral Reading—

"Gentlemen, The King."

Silent Reading—

Napoleon and the British Sailor. Tartary.

Supplementary Reading—

Evangeline.

Memory Work—

The Well of St. Keyne.

GRAMMAR

Teach correct use of—

- (1) Preposition. (2) Conjunction. (3) Adverb.

SPELLING

- (a) Supplementary Words—39—"advertisement" to "suggestion."
(b) Review.

COMPOSITION

1. Enunciation Work—Apply in memory work—give special attention to final consonants. See text, page 145.
2. Criticism of clippings.
3. Essay work continued—Nature of essay adapted to need of class.
4. Use of the apostrophe. See text, page 213.

CITIZENSHIP

Early British Period—

- (a) Beginning of British Rule—(1) Murray and Carleton.
(2) Quebec Act.
(b) The Loyalists—(1) American Revolution.
(2) Treatment of Loyalists in States and in Canada.
(3) Request of Loyalists—Constitutional Act.

ARITHMETIC

Simple Interest; Bills and Accounts.

GEOGRAPHY

April to May 15th (or thereabouts)—
Africa, as outlined.

PHYSIOLOGY AND HYGIENE

General prevention—habits of personal cleanliness—wash hands before meals—use of individual cup and towel—use of a handkerchief—refrain from spitting, etc.—keeping up a high resistance to disease—become immune if possible through vaccination or inoculation—detection of early cases—disinfection of linen, dishes, etc.—quarantine—pasteurization of milk—protection of water and food supplies—destruction of flies. (Lister).

GRADE VIII.—

ARITHMETIC

April-June: Review.

READING AND LITERATURE

Cover remainder of course.

AGRICULTURE

Farm management.

GEOGRAPHY

Trade routes; standard time; tides.

HYGIENE

Cleanliness, Exercise, Rest.

CITIZENSHIP

(See March)

LANGUAGE

Review: 1. Principal parts of the verb.

2. Parsing of words.

3. "Who" used interrogatively or as a conjunctive pronoun refers to persons only; "which" used conjunctively to animals and things, but interrogatively to persons and things.

4. Past participle form requires auxiliary to make a tense. Past tense does not require auxiliary, e.g., not "I seen," and not "he has went."

5. Verb "to be" is preceded and followed by nominative case.

6. Not to use "them" as an adjective.

ART

Tree Poster.

Picture—Pilgrims going to Church.

Correspondence

AUSTRALIAN SCHOOL CHILDREN

Here is something really interesting. Miss Muriel Steele writes to us as follows:

"Dear Sir: I have received a number of letters from teachers and pupils in *Australia* who are very anxious to correspond with Canadian boys and girls in order to gain more information on the country. My pupils have answered all they can, and there are still a number left, who all state the wish to be put in touch with some other schools. . . . I immediately thought of your Teachers' Aid Department, and am taking the liberty of forwarding the names of teachers, pupils and schools in the hope that they may find a corner in your page next month. These are the addresses:

"State School No. 1174, Cobrico, via Camperdown, Victoria, Australia.—Jack Kerr, 13 yrs. Arthur Gillingham (13), Jean Errey (12), Ernie Eyars (13), Kieth Errey (11), Jean Finlayson (11). The teacher is Miss Constance M. Timms.

"State School No. 4094, Murrayville South, Victoria.—The teacher is Mr. Fred G. East, and there are 2 boys and 9 girls willing to correspond (ages 12 and 13).

"State School No. 2089, Boxwood, via Goorambat, Victoria.—Lily Old (14), Lily Hooper (13), Iris Old (13). The teacher is Mr. Ronald Cox.

"State School No. 2729, Kewell East, Victoria, Australia.—Nancy Glover (10), Box 57, Minyip P.O., Victoria; Ivy Fimmel (12), Box 159, Minyip P.O., Victoria; Alice Parsons (13), Box 4, Theen Hills P.O.; Alice Coates (11), Kellalac P.O., via Murtos. The teacher is Mr. Joseph Roach, Box 15, Minyip P.O.

"Barwidgee Settlement, via Myrtleford, Victoria.—Ron. Neilson (13), Owens Vale; Don Browne (14), Owens Vale; Dorothy Pass (13), Barwidgee Settlement (private bag); Chris Hayward (13), Barwidgee Settlement (private bag). The teacher is A. L. Sebire, S.S. No. 4023, at the Barwidgee address."

Well, Miss Steele, I sincerely hope that your splendid initiative has started something. I can hardly believe that with such a specific invitation our teachers will pass by such a splendid opportunity for motivated Composition and Geography. Send them everything you can induce the children to

do for their interest and information; if the chance is properly used it will unfold into the most inspiring thing that ever came into your schools. Thank you, indeed, Miss Steele.

I wonder who will be the first enterprising individual to ascertain whether A. L. Sebire is Miss or Mister. I somehow hanker to know myself; but it is too late for me to do anything drastic about it. I wonder whether we had not better make a formal disclaimer of any responsibility for matrimonial complications arising out of this adventure!

Miss M. E. writes as follows: "Could you kindly forward me material on the following subjects:

- (a) Ways in which Canadian immigration can be improved.
- (b) How can Alberta further the development of her natural resources?
- (c) What should Canada do to further the fulfilment of the Kellogg Pact?"

No. 1 is a delicate question, bringing up as it does the sore point of "desirable nationalities." So far as that side of it is concerned, one may lay down the general principle that immigrants should be of the Caucasian race, from countries where the standard of law-obedience is high; they should not be accepted unless they are willing to conform at least to the systems of taxation and education which prevail in Canada. Further suggestions—

1. Immigration should be regulated to the point where the newcomers can be absorbed fully into the industry of the country. It is not desirable to introduce a large number merely to provide spring and harvest labor, if they are to be road-tramps in the slack part of summer and bread-line men during the winter. That is simply inviting crime and violence to make a home with us.
2. Homestead lands should be inspected carefully as to nature of soil before settlement is allowed. A good-looking soil may have a subsoil which will make grain-growing a useless proposition. Such land should be granted only for a purpose to which it is suited.
3. The Provincial Government should have power to prescribe, as to number, nationality and condition (sex, married or single, etc.), of immigrants it will receive during any year. This is just, as the Provincial Government is responsible for the education of their offspring, maintenance of law, support of unemployed, care of feeble-minded and for other onerous duties which may become insupportable if immigration is carelessly supervised or overdone.
4. It has been said by well-informed authorities that it takes three attempts to turn a homestead into a farm—that the first two fail after a strenuous effort because the pioneers are faced with the (for them) impossible, while the third succeeds by building upon their labors and upon the railway facilities, etc., which their predecessors had not enjoyed. To a very considerable extent that seems true, and it implies a very serious waste in settlement activity. If the first homesteader could stick it out in something like 100 per cent of cases, evidently the development of the country would proceed much more rapidly and satisfactorily. Can this be achieved by loans to homesteaders, Government clearing land ready for settlement, by railroad branches preceding settlement, by introduction of settlers with a certain capital, by "improved farm" system like that of the C.P.R. or other means that will make pioneering more attractive? We don't answer these questions because we are not competent to do so.

ALBERTA'S NATURAL RESOURCES

"Development" implies a great deal more than merely freighting out our resources, selling them abroad, and having a dozen or so millionaires in the province. Actually it would be true to say that resources are only developed as they are made to support comfortable homes with thriving families in them. If the exploitation of Alberta's natural resources brings to our midst slum-conditions, underpaid labor with attendant social and industrial evils, those resources were best left alone. Let us consider a few examples to see what "development" should mean, from the view point of "only the best for Alberta."

Coal.—An important thing about coal is that it won't deteriorate if left in the ground. There is no sense in taking a ton of coal out of the earth until it is worth enough at the pithead to ensure the miner a good living wage. Better to leave it there for an indefinite time until increased population and the diminution of foreign supplies give it a value

which will support prosperous mining communities at a decent standard of living. Any other sort of a mining community would be a curse rather than a blessing to Alberta.

Timber.—This differs from coal economically in that it is, on its natural site, destructible and replaceable. No sense in letting the present mature timber decay or be burnt off if it has a real market value. But it should not be shipped light-heartedly out of the country as raw material so long as there is any possibility of using it to develop a healthy local manufacturing industry (pulp paper, finished lumber, seasoned and treated poles, or what not). Whatever form timber exploitation takes, it should be accompanied by careful conservation and reforestation.

Oil.—We do not know how much oil there is in Alberta; probably no estimate would be more than a wild guess. We have reason to believe, however, that Nature does not replenish the supply, and that the world supply is not inexhaustible under modern demands. It would be folly, therefore, to invite foreign interests to come in and drill just for the sake of "developing." Oilwells do not, of themselves, support great communities of workers. If their development is to mean anything to the province to which the oil belongs, it should contribute to provincial prosperity in some of these ways—

- (a) By paying heavily into its exchequer for wealth taken out.
- (b) By supplying products at very favorable rates to the population.
- (c) By giving rise to healthy dependent industries supporting labor, and thus increasing the local market of the agriculturist.
- (d) By paying well-distributed dividends to investors within the province.

To put it briefly, it would be possible to pipe away the oil resources of this province without any more to show for it than a few spectacular fortunes. Or, it would be possible to realize our oil resources in cheaper gas, lighter taxation, etc., for the people.

Water Power Sites.—The question of public or private ownership of the power utilities of the province has been hotly discussed in the Press (notably in the U.F.A. paper). The essential facts are as follows:

1. Alberta has water power estimated at a minimum of 475,281 horse power, maximum 1,137,505 horse power. At present developed, 32,492 horse power.
2. The Alberta government, by virtue of the recent agreement with the Dominion government, now owns the sites.
3. Various private companies would be glad to buy these sites or the privilege of developing them; and they would make enormous profits by retailing electrical power to towns and cities, factories, and farms.
4. In Southern Ontario the Provincial Government has retained ownership of the Niagara Falls power site, and has developed a magnificent system which supplies urban and rural dwellers with light, heat and power at very low rates. Profits are, of course, part of provincial income.
5. In the U.S.A. power development has been in the hands of private owners, and there the cost to the consumers is very much higher than in Ontario.
6. If the Alberta government were disposed to sell its power sites to private interests, it would be practically impossible to arrive at an accurate estimate of their value since we cannot foretell with any certainty what the population will be and how distributed; nor what new devices will be produced involving increased consumption, decreased overhead, etc.

Farm Lands, Tar Sands, Pottery Clay, Building Stone, etc., should be considered in the same way—"the best, only the best, for Alberta." If development of these things at the present time would involve a scramble for cheap labor and the immigration of an inferior type of citizen, then we have everything to gain by proceeding slowly. Alberta is a tolerably good place to live in, so we don't need to be in any rush to make an industrial field of it. On the other hand, of course, it would be unjust to retard the growth of enterprises which will give real livelihood to future Albertans.

In connection with building stone, it is worthy of note that the Saskatchewan University buildings, perhaps the finest in Western Canada, are all of prairie stone.

CANADA AND THE KELLOGG PACT

The countries which signed the Kellogg Pact thereby renounced the use of war as the instrument of national policy. That is to say, they promised not to embark upon any nation-

al plans which require for their execution the use of armed forces against another nation. Some reservations were made, the chief of which was that any nation had the right to use armed forces against an armed attack by some other nation.

What are the principal duties, in regard to the pact, of any nation which signs the pact? They would seem to include the following:

- (a) To keep the promise faithfully by refraining from armed attack upon any other nation, except in defence of another signatory which is being attacked contrary to the terms of the pact.
- (b) To join cordially and honestly in any sincere effort of the nations to reduce their armaments.
- (c) To foster among its own people an attitude of goodwill and good faith towards the people of other nations which have signed the pact.
- (d) To submit to the arbitration of the League of Nations any quarrel that may arise with another nation, and accept its decision as final.

Bearing in mind that Canada has only about 5,000 militia, two warships (obsolete) and other armaments on the same scale, it is not hard to interpret her duties under the above heads. She has, however, one specific question in connection with the U.S.A. to which she should find an answer. What is she to do about liquor-running on the border? Up to now she has practically left it alone to go on as it pleases; and that has led to plans being suggested by the U.S. authorities for an armed guard on the whole border. As a moral duty—the duty of a nation which has shown its desire to live at peace with its neighbors—what should Canada do about liquor-smuggling?

NOTES ON INDIA

Miss H. I. Mc. asks for information on educational facilities in India, and on India's relation to other parts of the Empire. The following may be of use:

Educational Facilities.—The education of children in a poor, primitive population of 320,000,000 is not a thing that can be made universal throughout the country. It calls for taxation, for large-scale supervision, and other extensive organization for which the people are not yet ready. Hence there is no compulsory nation-wide system of schools in India. The lead in educational work has been taken by missionary societies, who train young Indian people in reading, writing, Bible-knowledge, hygiene, etc., so that they can go out as social and religious workers among the native villages. A few of these mission colleges have developed into Universities, so that it is now possible for ambitious young Indians to acquire a very good, advanced education.

In some places, government-supported schools have been established; and we have read that all children of whatever caste must be freely admitted to these schools. It happens that in India the people are separated by their old traditions into distinct groups—perhaps because they are descended from different families or tribes of long ago. Those in the "high" castes think they are the only respectable people on earth, and they will not so much as step on the shadow of people of low caste or of no caste. If you or I, who don't belong to any Indian caste, happened to walk between the sun and an Indian's dinner as it was cooking on the out-door fire, he would curse us and throw his dinner away as being "unclean." So strong is this queer prejudice, that for a long time the "high-caste" children would not sit in school with "low-caste" children, even though the "high-caste" children might be beggars and the "low-caste" children very decent well-to-do people. Indeed, there is on record more than one case where "high-caste" parents waited on the road for "low-caste" children coming to school, and beat them all the way back home. The Government put a stop to such cruelty; but you can see that it is very difficult to organize education properly in a country where such strange social boycotts exist.

Another great difficulty is that children in India are married in their early teens, and in many shameful cases long before they are ten. Social custom makes it very difficult therefore to get them into school when they could be learning most usefully. A recent law was passed in the Indian Assembly to put a stop to the shameful custom of child marriage, but it will be long before the children are all given the learning privileges for which childhood is intended, and which white children enjoy.

Relation of India to Other Parts of the Empire

Trade relations. Learn these so far as the text gives them. Note also that India is a very important market for the cotton products of Lancashire, England; that it has regions well-suited to the production of rubber, that increasingly desirable product of the automobile age; and that the gradual uplift of its enormous agricultural industry is providing and will more and more provide markets for the implement industries of Britain. It would be very disastrous indeed for the factories and workers of Britain if India should cease to be a part of her Empire.

Unfortunately many Indian people who have acquired a good education think that it is time for India to be self-governing. They have learned from their British governors how to conduct an Assembly, how to develop industry, how to irrigate dry lands, etc., and they want the British to get out and let them manage their own affairs. How far they are right in their demand we cannot tell. Britain is afraid to "let go" because she has so much capital in the country and such a vast market there for her goods. Almost certainly she is right in thinking that the Indians are not yet high enough in civilization to govern their own affairs and defend their country from other powers that would like to take possession of it. Anyhow, the question of Indian self-government is keeping India in a state of unrest and bitter feeling.

N.B.—The people of India are *Indians*, the name Hindu referring to people of the Hindu religion only. There are many other religions in India.

GRADE V. COMPOSITION SUGGESTIONS

Mrs. M. Mc. asks for help in Grade V. Composition, as she has practically covered the section in the textbook. We would suggest first that she look over previous exercises presented in this Department (stories, jumbled paragraphs, vocabulary exercises, etc.), to see what there is of use. The following ideas may also be helpful. (Read Course of Studies closely; part I, pp. 70-71.)

1. Find good descriptive paragraphs, read them to the class. In each case have the pupil write down (a) what each is about; (b) what is the main thing which the writer tries to tell us about it; (c) answers to any content questions you may ask about the paragraphs. Correct as you go, and be sure to take notice of those who do well.

2. Have the class, individually or in groups, at the blackboard, make up conversations between interesting people, animals or things, e.g., a big car and a little car poking fun at each other, a horse and a tractor doing the same, or a can of condensed milk and a bottle of fresh milk, or a dozen different things. Or have a poor homesteader and his wife talking over a letter which has just come, telling them that a rich uncle has left them \$100,000; or talking over how they will manage to live through the winter after the crop-failure; or talking about their boy who has gone to High School in the city, etc. Or have two children talking in the street about a purse of money they have just found. For work of this kind, explain to them the drama method of putting down conversation so that they can let their imaginations loose without being bothered with "Tom said," "Dick replied," and the tangle of indirect speech into which they would otherwise fall.

3. Interesting topics and people of the day. Keep an eye on the *Edmonton Journal's* Saturday magazine section which often has good sketches of notable people. The story of a farmhouse fire may be made the topic of a paragraph on what to do if such a thing happened at home. Only today we find on a front page the story of a boy who shot his friend "in fun," because he didn't know the gun was loaded; an argument in the House about cutting down car license fees ("Is \$15 too much to pay for a car license?"); a jolly rampage of ten monkeys who got out of an animal dealer's store in London and played scores of pranks before they were recaptured; of a dreadful famine in China (doesn't that suggest a word-picture or two?); about immigrants who wouldn't work and wouldn't go back home; of a child who drank poison which was left about carelessly; of disarmament. If one page of a newspaper contains all these suggestions, why go short of materials? Even disarmament can be brought down quite effectively to Grade V. level, and some good citizenship taught at the same time.

4. **Paragraph Work.**—Have you tried this? Have each child write down for himself one short sentence about, say, a horse. When each has made an independent effort, have them all write their sentences on the blackboard. Have the pupils decide which one gives the best lead for a paragraph—

that is, has a thought which can be added to and proved. Such a sentence as "The horse is the most useful of animals," will readily call up a number of contributions from the class; if some irrelevant ideas are given, have the class decide about their inclusion or exclusion. "A horse has four legs," would, of course, be irrelevant, besides being deplorably uninteresting. Almost any topic of common life can be made purposeful and interesting if you take one good statement and weave a pattern of proof around it.

5. Note well Number 4 low down on p. 70. If ample practice in this line is given down in the middle grades, the anxiety of preparing pupils for Grade VIII. examinations is much reduced. A paragraph on *How Soil is Made*, *Why Plenty of Sleep*, *How the Shoemaker Rewarded the Fairies*, *How Quebec People Earn a Living*, etc., is not a bit less Compositon because the topic belongs to other subjects.

We have no space for further material this month; when these are worked out, will our friends please ask for more.

HYGIENE FOR GRADE VIII.

Miss J. D. writes asking for guidance as to the teaching of this course, and makes specific mention of the following topics: Community and Home Hygiene, Boards of Health, Government Inspection of Foods.

I do not think that you are required to present the pupils formally with a large mass of fact on these topics, so much as to make them fully aware of the need for and existence of public bodies, laws and opinions which safeguard the health of the people.

Community and Home Hygiene

What care should be taken around my home to prevent disease and sickness? These points (not placed in order of importance here) should be dealt with:

1. Have no stagnant water near the house; drain it away. If the nature of the site is such that you cannot keep the basement or immediate surroundings dry, the house should be moved.
2. Pit-toilets should be deep, located where they will not flood, and banked about sufficiently to keep flies out. They should have covers.
3. The well should be deep and well-situated. See your Text.
4. Slops, etc., should not be thrown around the back door. The time that is spent in swatting flies might better be spent in constructing a "trap" for kitchen swill at a distance from the house.
5. In the home the general rules for family health should be observed—proper storage of food, clean towels, segregation of the sick, controlled temperatures and plenty of pure air. Proper screening of doors and windows in summer.
6. A pride in the home surroundings and inside comfort is always an incentive to habits that make for health.

What care must be taken by a rural municipality in the interests of health?

1. Its health officer must attend to all infectious or contagious ailments, enforcing quarantine, giving inoculation or vaccination where necessary to prevent epidemics. (May order fumigation of schools, halls, etc.).
2. It must make special provision in case of such emergencies as the war-time influenza, when the local medical and nursing service is inadequate.
3. It must provide a hospital if there is sufficient need and if there is no other hospital sufficiently near.
4. It must provide medical care for destitute sick, and food, clothing, etc., for any within its area who are in need of such.
5. It may forbid the disposal of manure, refuse, etc., in a way that would be a nuisance to the public.

You would be well advised to interview either the secretary or the health officer of your local municipality re the make-up of its health board and its regulations. Tell them you are required by law to teach these things to your school.

The provincial board of health is the Ministry of Health under the Hon. Geo. Hoadley. Among other things, this office looks after the general efficiency of publicly supported hospitals, investigating charges of bad treatment; provides special buildings and service for unusual epidemics like the infantile paralysis of 1927; supervises the mental hospitals; issues bulletins, charts and other literature bearing on health preservation.

Government Inspection of Foods

A great many of the foods that we habitually use are prepared or handled far away from our homes, e.g., canned foods of all kinds; crated fruits; butcher's meat; cheese, creamery butter, jam and countless others. Bacteria, molds and other dangers lurk in foods that are carelessly handled and prepared. How is the buyer to know what care has been taken? Not many years ago the public had to take its chances; and the death rate from tuberculosis, ptomaine poisoning, diphtheria and other diseases was greatly increased because these things were carried in marketed foods. Evidently nobody could set the matter right by himself—so the Government had to become the guardian of the people's food. How? By constantly inspecting the materials and the processes of handling, packing, selling, etc. The class should furnish the rest of the lesson, answering the question: What would you do to make sure that Alberta people buy only wholesome foods?

Milk.—Dairy businesses must be watched to see that their cows are free from tuberculosis (or the farm-herds from which they accept milk). Their machinery, bottles, etc., must be sterilized, and water supply pure.

Meat-packing.—The Government must see that carcasses are from healthy animals, properly slaughtered, cleaned, cooked and handled; that the sealing process is efficient (for there is death in a badly sealed can); and that the workers are healthy people. This last is necessary in all food-handling businesses, especially in those where food goes to the consumer without being sterilized by cooking. (Apple-packing, fresh meat marketing, berry-picking, etc.).

Supervision of other industries may be dealt with in similar way.

Classroom Hints

PRIMARY HELPS By Miss Amy West, Fort Saskatchewan.
II. READING, ETC.

1. **Picture and Word Matching.** (Milton Bradley Co.)—This is valuable and interesting from the first day. I divide the contents of one box into two. The pictures are good, on stout cardboard with a printed name underneath. On a separate piece of cardboard is the same name which the child matches. The first few days it is enough for beginners to put out the pictures and look at them. Then match the names. Then learn the names. Hide the pictures with a ruler and see if they know the word.
2. **Printed Letters.**—One set of Capitals and one of Small in envelopes. To put in order and later to "sound," then later say names.
3. **Word Envelopes.**—Each child has one and keeps under desk. As a word is taught it is written on thin cardboard and given to each child. Each day they turn out their words and say them, then get the new ones.
4. **Sentence Envelopes.**—Replace the word envelopes. Cut up sentences to put together, e.g., "Jack and Jill," a few words given at a time till the whole rhyme is in the envelope. When the children can put it together easily they take it home "to keep," and another is given. At first the children look at the blackboard and copy the rhyme. Afterwards from memory.
5. As phonics are taught I print (or write) the words taught with brush and ink on strips of cardboard about 6 inches by 24 inches. These are very good for review, especially for the two-letter sounds, e.g., wh, th, ou, etc. The last "strip" taught is left on the blackboard for review at any odd minute.
6. When children have learnt the sounds of the letters and many two-letter sounds the best device I know for making them use their knowledge and begin to read is "sentence cards." Sentences written on cardboard employing words they have been taught and words that can be sounded.

Method.—Give a sentence card to each child, go round the class in the same order each time—if the child can read the sentence he stands up when the teacher comes round, reads it and helps himself to another card from the pile. If he can't read it, tell the one word he is stuck at and continue round the class quickly. When all sentences are taken the lesson is over and each child tells how many he has done. The children

love this lesson and it has the advantage that each goes at his own rate. When stuck at a word he has all the time till the teacher comes round again to learn it.

If any word needs to be impressed make a "set" of sentences employing it. I have a "set" for "who," a set beginning with "what," a set beginning with "when," a set beginning with "then," etc.

Later in the term bring out the sets containing a paragraph, then up to a page from old readers stuck on cardboard. I have some hundreds varying from sentences to pages.

I try to have pages with a picture and reading.

Some sets are in print and some in script, whichever needs stressing at the time.

7. "Ideal" letter cards (E. N. Moyer) for word-building. This also helps in Transcription.
About the beginning of the second term is early enough for these.
8. "Library Books"—Children take from the box (for their grade), and when the book is finished the child signs his name on a cardboard containing the names of all the books in his "library." Some children read from 40 to 50 in the year.
9. "Library Books"—sets—About six to ten in a "set." Divide the children into groups according to reading ability, let them make little classes in the corners of the room and read a half page in turns. In the weakest group there will have to be a "teacher," a good reader, or perhaps, a Grade II. pupil. The teacher goes from group to group. They read the same book till finished.
10. With a Grade II. weak class, to improve the reading, I have tried giving a gold star—sticking it in their readers at the end of any lesson that has been read. This is apart from reading lessons and marks. The children stay after school or after the last lesson is finished and read a whole lesson or part of a lesson, as much as they have prepared. It is not compulsory, but I have found that every child wants to do it and they always remind me that they want to read their "star" lesson.

A RAPID CALCULATION TEST—GRADE VIII.

Note.—Don't be afraid to give these Rapid Calculation papers to VI. and VII. along with VIII. A few of them—an increasing number with each trial—will make half marks, and it will do them good to acquire confidence a year ahead of their time.

Time—30 minutes.

	Ans.	Value
1. The H.C.F. of 550 and 3375 is.....	25	1
2. The L.C.M. of 24, 30, 42 and 63 is.....	2520	1
3. The product of 70493 by 5870 is.....	413793910	2
4. Divide 2180304 by 432.....	5047	1
5. Find $1\frac{7}{10} + 8\frac{35}{35} - 3\frac{28}{28} + 2\frac{5}{14}$	4 33/140	2
6. From $3\frac{7}{7} \div 9\frac{28}{28}$ take $2\frac{1}{4} \times 1\frac{3}{3}$	7/12	2
7. Add: 73.497 5600.08 175.0089 9738.307 5.9933 284.62.....	15877.5062	2
8. Divide 26.0071 by 4.907.....	5.3	2
9. The square root of 14.2164 is.....	6.42	1
10. The value of 2385 lbs. of wheat at \$1.32 per bus. is.....	\$52.47	2
11. The interest on \$640 at $5\frac{1}{4}\%$ for 20 months is.....	\$28	2
12. The cost of 8400 lbs. coal at \$6.25 per ton is.....	\$26.25	2

ULYSSES—GRADE VIII. LITERATURE

1. Find the words which Tennyson uses to express the following thoughts:
 - (a) As long as I live, I must be active.
 - (b) Everyone has heard of me.
 - (c) My experiences have made me what I am.
 - (d) As long as a man is alive, there are still more and more new, interesting things to learn and to do.
 - (e) A good reliable lad, who attends carefully to business.

- (f) An old man can still do hard work and brave deeds.
 - (g) I am going to sail to the far west.
 - (h) I should be ashamed to fuss over myself just to keep myself alive for three years or so, when my heart is longing for more adventure.
2. Express the sense of the words indicated:
 - (a) I mete and dole unequal laws.
 - (b) And drunk delight of battle with my peers.
 - (c) How dull it is . . . to rust unburnished.
 - (d) Life piled on life Were all too little.
 - (e) Vile it were For some three suns to store and hoard myself.
 - (f) This gray spirit yearning in desire.
 - (g) Through soft degrees subdue them to the useful and the good.
 - (h) Pay meet adoration to my household gods.
 - (i) Smite the sounding furrows.
 3. Put into your own words Ulysses' opinion of his son Telemachus.
 4. What effect have Ulysses' twenty years of wandering had upon him? Try to write four good sentences in answer to this.
 5. Select twelve examples to show how powerfully Tennyson uses adjectives to make Ulysses' feelings clear.
 6. Write in simple words the substance of the old king's words to his mariners.

Note.—Introductory to the Lotus-eaters.

Ulysses fought with the Greeks during the long siege of Troy. He won a great reputation for cunning, and is said to have devised the plan by which the city was finally taken—the wooden horse.

On his voyage home to Ithaca he was cast with his men upon the island of the Cyclops Polyphemus, from whom he escaped by blinding his single eye with a burning stake. The god Poseidon (or Neptune) who ruled the seas was the father of Polyphemus, and was very angry with Ulysses for what he had done, and did his best to drive him into danger. No matter what Ulysses did or which way he turned, he was faced with some new peril. One or two stories of his adventures may well be read from junior supplementary readers, e.g., the Wind-bags of Aeolus. The story goes that Ulysses, driven upon the island of king Aeolus, told the story of his hardships to him. Aeolus had been given command of the winds, and, pitying Ulysses for his many misfortunes, gave all the winds of heaven to him in great leather bags with instructions to carry them securely tied on his ship. Ulysses thus had only to row his vessel back home and then let the winds loose. But his sailors were not advised of the contents of the great bags, and they quickly guessed that they were full of treasure which their greedy master did not wish to share with them. So while he slept, they loosened the bags to see inside; all the winds of heaven rushed out, and poor Ulysses was blown all over the sea again!

Wherever the angry Poseidon saw a chance of harming Ulysses, he made the most of it. In this case he runs him ashore on the island of the lotus-eaters in the hope that he and his crew will be drugged with the berries and never get away. How nearly he succeeded, the poem and the notes will show.

In view of the fact that Ulysses and his adventures form the theme of two selections in the year's literature it will be well worth while to take the trouble of expanding his story at least to the extent indicated here.

GRADE IX.—

LITERATURE

The Vision of Sir Launfal.

(a) The general plan.

This is another, and perhaps one of the best, of the numerous literary works written around the idea of a man dreaming a dream which produces so profound an impression as to change his whole manner of life. Dickens' Christmas Carol has the same theme.

Sir Launfal, a young knight of the Round Table, is about to start on the search for the Holy Grail, the sacramental cup used by Christ and His disciples at the Last Supper. The Holy Grail had long since disappeared from the sight of men, and it was believed that only a knight of utterly pure heart and life would be permitted to find it. Whoever did find it would be of all men the most highly honored.



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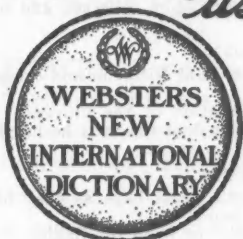
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"I saw your name in the A.T.A."

The night before his departure Sir Launfal refuses bed and pillow, and lies on the rush-strewn stone floor, hoping that by that act of self-abasement he may win a vision which will show him which way he should travel . . . Good reason for such a wish, since the Holy Grail may be anywhere between Britain and Palestine!

The vision is granted to him. In the vision he goes forth into the world, passing at his own gate a poor, diseased, loathsome creature whose heart craved nothing so much as a word of human fellowship and sympathy. Sir Launfal has no stomach for so foul an object; he throws down a coin and passes on. After many years he returns old and gray from his vain search after the Grail, his heart emptied of youthful pride and tuned now to sympathy with the sufferings of mankind. Again he finds the leper at his gate, but this time he shares with him his last crust, and carries him a cup of water from the brook. The foul leper rises to full height as the Son of God; the wooden cup is revealed as the Holy Grail for which he has spent a lifetime's search. The young Sir Launfal wakes from his vision to the knowledge that his life must be spent not in vain wanderings over the earth after some holy relic, but in deeds of brotherhood and kindness among the poor and outcast of his own North Countree.

The Prelude to the First Part is just what the poet describes in the first four lines. Like a genius at the organ, he lets himself wander over the keys of thought and fancy, until certain chords become dominant in his mood and set him off on his theme. These chords are struck and lost; struck again after a while—and the player's ear catches them; struck again—and he knows that he has found a matchless inspiration.

What are the two chords which Lowell seems to touch again and again until they are identified as the theme of the First Part?

1. The great moments, great tasks and great blessings of life are all around us if we can but see them.
"Daily, with souls that cringe and plot,
We Sinais climb and know it not."
"Tis only Heaven that is given away,
"Tis only God can be had for the asking."
"And there's never a leaf or a blade too mean
To be some happy creature's palace."
"He sings to the wide world, and she to her nest—
In the nice ear of nature which song is the best?"

This last couplet gives us, wonderfully condensed, the whole story of Sir Launfal. The male bird's song is just a joyous springtime challenge thrown to the world at large—and essentially useless. That sums up the knight's vague plan of high adventure. The mother bird's song is a gentle crooning of love to the tiny creatures whom she will presently be feeding. That sums up the knight's changed purpose after the vision. His great ambitions have come, like the mother bird's, "close to home."

2. The other dominant chord of this Prelude is, Youth is the joyous, confident, carefree springtime of life. The fourth, fifth and sixth stanzas are a perfect riot of nature's gladness. The seventh stanza hints at the brown fields and the dark skies of winter all forgotten—youth is like that; its memory is unscarred by sorrow and suffering. So we are prepared for the young Sir Launfal, a lad gloriously thrilled with the power and ambition of life's springtime . . . knowing and feeling nothing of life's sorrow.

The Prelude to Part Second should be studied rather for its wonderful descriptive passages than for any hidden allegory. The pupils will readily appreciate the contrast between the keen frosty air of the white forest and the glowing warmth of the log-fire in the castle hall. It may be that the poet intends a parallel between the winter landscape with its tiny running brook alone resisting the all-conquering frost, and the gray head and shrunken body of the old man with the pitifully small vital stream within him resisting the advance of age and death. Before, we had a picture of youth's springtime, with life pouring itself in reckless bounty from every clod, every bird's throat and every twig. The splendid young knight personified all that. Now, we have life shrunk into one tiny current, with the frosts of age creeping over that. There we have the old knight.

GRADE IX. LITERATURE—BALDER DEAD

Analysis of the Poem

Balder Dead is an epic poem, that is, a story of heroic characters told in sonorous and dignified verse. (Horatius is another good example of this class).

A good bird's-eye view of the story may be obtained by reading the legend in the Norse tales frequently found in

the Junior Supplementary Reading Books ("A.L. Series"). In the reading of a long poem like this, the pupil is apt to lose interest because he can't see the forest for trees. He can become familiar with the forest by reading a simple rendering of the tale, and then he will apprehend the sense, and so the beauties, of the long descriptive and rhetorical passages.

Introduction in Brief.—

- (a) The gods in utter dismay and grief.
- (b) Odin rouses them from their stupor, then goes off to think his own deep thoughts on Lidskialf.

Blind Hoder's Anguish (pp. 65-70).—

- (a) Be sure that pupils know how Hoder came to be the slayer of Balder.
- (b) He goes—as a man mortally grieved would—to his mother Frea.
- (c) She tells him what must be done: someone must go to Niflheim, and beseech Queen Hela to give them Balder back.
- (d) Hoder meets Hermod and bids him go to Niflheim.
- (e) Hoder kills himself.

The Death of Nanna (pp. 71-73).—

- (a) The dirge of the Goddesses.
- (b) The spirit of Balder speaks to his sleeping wife. Cf. Ll. 298-9 with Hindu "Suttee."
- (c) Frea gently releases Nanna's soul.

Hermod's Ride to Niflheim (pp. 75-83).—

At this point it becomes almost essential to have a plan of the earth as described in the poem.

- (a) Ten days northward to the bridge over the Giall.
- (b) Talk with the damsel on the bridge.
- (c) What he saw in Niflheim.
- (d) The appeal to Hela, and her reply.
- (e) Hermod talks with Balder's spirit.
- (f) The return to Asgard.

The Funeral of Balder (pp. 83-90).—

- (a) For the preparations, turn back to p. 75.
- (b) While all are gathered at the shore, Hermod returns. Lok's foul simile, likening Balder to a lost dog. The retort.
- (c) Hermod states terms of release. Odin's reply.
- (d) Laments over the body. Odin, Thor, Frea, and Regner each reveal some nobility of Balder's nature.
- (e) The pyre built on Balder's ship, sails set, and torch applied. The blaze.

The Council of Gods (pp. 90-93).—

- (a) Odin's rash proposal—to raid Niflheim and carry off Balder.
- (b) Frea reviews Odin's creation of the universe, and declares that he must not flout the laws he has himself ordained. Odin has no answer.

Lok Flouts the Gods (pp. 93-95).—

- (a) The Gods thrilled with a great hope as they listen to the drip of falling tears.
- (b) The old witch Thok will not weep for Balder.

Hermod Returns to Niflheim (pp. 95-101).—

- (a) His brutal, unjust reproach of blind Hoder; Hoder answers him.
- (b) The prophetic farewell of Balder. (What considerations are there that tend to reconcile Balder to his fate?)

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ALGEBRA I.—Miscellaneous Review.

A.

1. Simplify $5 - [4 + \{5 - (4 + 5 - 4)\}]$
2. If $a = 2$, $b = -3$, $c = -1$, $d = 0$, evaluate $(a - b)^2(c - a)^2$
3. Without extended multiplication, square $-3l - m + 2n$.
4. Divide $3x^2 + 8x + 4$ by $6x + 12$.
5. Solve $\frac{x-5}{2} - \frac{x-4}{3} = \frac{x-3}{2} - (x-2)$.
6. Solve the equations $\frac{x}{2} + \frac{y}{3} = 1$,
 $\frac{x}{4} - \frac{2y}{3} = 3$.
7. Find four two-digit numbers, each of which is equal to four times the sum of its digits.
8. Factorize the following:
$$\frac{1 - 8x^2 + 16x^4}{9y^4 - x^2} \div \frac{ab + 6a + 3b + 18}{ab + 6a + 3b + 18}$$

B.

1. Simplify $1 - [2 - \{3 - (4 - 5)\}]$
2. If $a = 2$, $b = -3$, $c = -1$, $d = 0$, evaluate $2ab^2 + 3bc^2 + 4cd^2$.
3. Without extended multiplication, square $2a - 5b - 3c$.
4. Divide $x^2 - x - 1$ by $4x + 3$.
5. Solve $2x^2 = (x + 1)^2 + (x + 3)^2$.
6. Solve the equations: $\frac{x}{3} + 3y + 14 = 0$,
 $\frac{x}{5} + 5y + 4 = 0$.
7. In a certain proper fraction the difference between the numerator and the denominator is 12, and if each be increased by 5 the fraction becomes equal to $\frac{1}{2}$. What is the fraction?
8. Factorize the following:
$$\frac{4a^2x^2 + 4abxy + b^2y^2}{(a + b)^2 - 4c^2} \div \frac{m^2 + m - n^2 - n}{m^2 + m - n^2 - n}$$

C.

1. Simplify $[2a - \{3b + (4c - 3b + 2a)\}]$
2. If $a = 2$, $b = -3$, $c = -1$, $d = 0$, evaluate $3a^2b^2c^3 + 5b^2c^4$.
3. Without extended multiplication, square $x^2 - xy + y^2$
4. Divide $8a^3 + 27b^3$ by $2a + 3b$
5. Solve $2(x - a) + 3(x - 2a) = 2a$
6. Solve the equations: $39x - 15y = 93$,
 $65x + 17y = 113$.
7. A rectangle is of the same area as another which is 6 yds. longer and 4 yds. narrower. It is also of the same area as a third which is 8 yds. longer and 5 yds. narrower. What is its area?
8. Factorize the following:
$$\frac{x^3y + x^2y^2 + \frac{1}{2}xy^3}{a^{10} - a^2} \div \frac{3a^2 - a - b + 3ab}{a^{10} - a^2}$$

D.

1. Simplify $3x - \{2y + 5z - \frac{3x + y}{2}\}$
2. If $a = 2$, $b = -3$, $c = -1$, $d = 0$, evaluate $(a^2 + bc)(b^2 + cd)$.
3. Without extended multiplication, square $4a + 2b - 3c$.
4. Divide $2x^3 - 5x^2 + 4$ by $2 - x$.
5. Solve $.5x + 3.75 = 5.25x - 1$.
6. Solve the equations: $\frac{x-2}{3} + \frac{y+2}{4} = 0$,
 $\frac{2x-5}{5} - \frac{11-2y}{7} = 0$.
7. If A were to receive \$10 from B he would then have twice as much as B would have left; but if B were to receive \$10 from A, B would then have 3 times as much as A would have left. How much has each?
8. Factorize the following:
$$\frac{a^3 - 6a^2b + 9ab^2}{x^2 - 9y^4} \div \frac{bc + 2ca - 2a^2 - ba}{x^2 - 9y^4}$$

Answers

- A. 1. 1.
2. -3375.
3. $9l^2 + m^2 + 4n^2 + 6lm - 12ln - 4mn$.
4. $\frac{1}{2}x + \frac{1}{3}$.
5. $2\frac{1}{2}$.
6. 4; -3.
7. 12, 24, 36, 48.
8. $(1 - 4x)^2$; $(3y^2 + x)(3y^2 - x)$; $(b + 6)(a + 3)$.
- B. 1. 3.
2. 27.
3. $4a^2 + 25b^2 + 9c^2 - 20ab - 12ac + 30bc$.
4. $\frac{1}{2}x - \frac{1}{3}$.
5. $-1\frac{1}{2}$.
6. $-\frac{435}{8}, \frac{11}{8}$.
7. $\frac{31}{43}$.
8. $(2ax + by)^2$; $(a + b + 2c)(a + b - 2c)$; $(m + n + 1)(m - n)$.
- C. 1. $4a - 4c$.
2. -63.
3. $x^4 + 3x^2y^2 + y^4 - 2x^3y - 2xy^3$.
4. $4a^2 - 6ab + 9b^2$.
5. 2a.
6. 2; -1.
7. 24 by 20 ft.
8. $xy(x + \frac{1}{2})$; $a^2(a^4 + 1)(a^2 + 1)(a + 1)(a - 1)$; $(a + b)(3a - 1)$.

- D. 1. $6x - y - 5z$.
2. 63.
3. $16a^2 + 4b^2 + 9c^2 + 16ab - 24ac - 12bc$.
4. $-2x^2 + x + 2$.
5. 1.
6. 5; 2.
7. \$22 and \$26.
8. $a(a - 3b)^2$; $(x + 3y^2)(x - 3y^2)$; $(b + 2a)(c - a)$.

ROBERT OF SICILY

In "Tales of a Wayside Inn," all the poems with the exception of the "Birds of Killingworth," which is the poet's own creation, have their origin in earlier writings.

"King Robert of Sicily" is founded on an Italian legend of the mediaeval church and was first translated into English in the year 1790. This translation was revised in 1848 and it was from this later revision that the poet got his material.

Longfellow's poem, "King Robert of Sicily," must not be construed as a dream or vision, as such is not even hinted at and would show indefiniteness and lack of clearness throughout the story.

The earlier translation proceeds as follows: "Robert, King of Sicily, brother to Pope Urban and to Valemound, Emperor of Germany, was among the most valorous and powerful princes of Europe; but his arrogance was still more conspicuous than his power or his valor. Constantly occupied by the survey of his present greatness, or by pro-

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jects for its future extension, he considered the performance of his religious duties as insufferably tedious; and never paid his adorations to the Supreme Being without evident reluctance and disgust. . . . His punishment was speedy and exemplary.

"Once upon a time during Vespers on the eve of St. John, his attention, etc. . . ."

"He inquired of a clerk the meaning of these words, and having heard the explanation, replied that such expressions were very foolish, since he . . . was too mighty to be thrown down from his seat, and had no fear of seeing others exalted at his expense. . . . The service continued and Robert fell fast asleep.

"His slumber was not interrupted nor indeed noticed by any of the congregation, because an angel having in the meantime assumed his features, together with the royal robes, had been attended by the usual officers to the palace. . . ."

Answers to the question: "Why did the people leave King Robert in the church?" are generally these: "Because they did not like him." "Because they were afraid to awaken him." "They did not know that they had left him in the church." The last is correct. An unseen angel took up the king's challenge and performed the work of humiliation in a manner most complete.

King Robert appears in four different roles in which dress, character and time are the factors, but of these character is, by far of the greatest importance:

First role—King Robert the kingly.

Dress—Have pupils describe.

Character—Have pupils describe.

Time—Have pupils describe.

Second role—Robert the madman.

Dress—Have pupils describe.

Character—Have pupils describe.

Time—Have pupils describe.

Third role—Robert the jester or fool.

Dress—Have pupils describe.

Character—Have pupils describe.

Time—Have pupils describe.

Fourth role—King Robert the reformed.

Dress—Have pupils describe.

Character—Have pupils describe.

Time—Have pupils describe.

Contrast the character of King Robert with that of the angel, giving careful attention in each case.

Give other suitable titles for the poem, "Pride Goeth Before a Fall"; "The Haughty Humbled"; "Taught by an Angel," etc.

The meter is iambic-pentameter and the two lines containing the Latin words will be as follows:

He heard	the words'	de pos'	uit po'	ten tes'
De sed' (e)	et ex'	al tav'	it hum'	il es'

Questions:

- (1) Had those who were chanting the Magnificat any intention of offending King Robert? If not, why did they use the words?
- (2) What impression do you get of King Robert's nature from the way the words affected him?
- (3) Why was King Robert left in the church?
- (4) Would it seem reasonable that they would leave him because they did not like him or because they did not wish to disturb him?
- (5) Comment upon Robert's actions in the church before he fell asleep.
- (6) Why did the people not recognize Robert when he returned to the court?
- (7) What kind of a fool or jester did he make?
- (8) In lines 49-50 what is the effect of repeating the words of lines 1-2?
- (9) Compare lines 1-6 with lines 49-55.
- (10) Compare the looks of Robert and the angel when they first met.
- (11) Why did the courtiers mock and the courtiers laugh at King Robert?
- (12) Did they know that he had been king and were "getting back" at him? No.
- (13) What had Robert in his mind when he heard about the trip to Rome?

- (14) What would you consider to be the most humiliating stages in Robert's career?
- (15) Comment upon the justness of the angel throughout the poem.

Longfellow closes his poem without telling us much, but we can understand it. The old translation reads: "The attendants were now ordered to retire, and the angel being left alone with Robert, informed him that his sins were forgiven; gave him some good advice and disappeared; and Robert, returning to the hall, received, not without some surprise and confusion, the usual salutations of the courtiers.

"From this period he continued to reign with so much justice and wisdom that his subjects had no cause to regret the change of their sovereign."

(A useful reference book for teachers is "Tales of a Wayside Inn," by the Macmillan Company. The price is twenty-five cents, and it can be procured at any good book store.)

A MOTOR TRIP FROM EDMONTON TO CALGARY

The Edmonton-Calgary Highway is the main artery of Alberta motor traffic. It is a gravelled and raised road, which is kept open all winter by snow-plows and is safe for travel in all weathers during the summer. The country through which it passes is among the best-established farming regions of the West, having been opened up by the C.P.R. branch line. The highway connects the two largest cities between Winnipeg and the Rockies.

We start from Jasper Avenue, the main thoroughfare of Edmonton, and turn southward towards the High Level bridge. Before reaching it we see on our left the Provincial Legislative Building, where the laws of Alberta are made and administered. There is a good picture of it in the Citizenship text. The dome is a beautiful sight at night when it is lit by the beams of powerful lamps on the roof below, and glows like red-hot steel, or shines pale yellow like a great ground-glass lampshade illuminated from within. The High Level bridge is an immense steel structure of two "decks." On the upper one are the C.P.R. rails and the street car tracks. On the lower one there is a paved auto road and two sidewalks. We now reach South Edmonton, which is still called by its old name, Strathcona. If we turn three blocks westward out of our way we may look upon the University of Alberta. It is a fine group of buildings provided for the training of young men and women who wish to become high school teachers, doctors, lawyers, ministers, engineers, expert farmers, etc. The University includes a fine hospital where girls from high school are trained to become skillful nurses. Also there is a large farm, where much work is done in preparing new kinds of wheat and oat seed, raising pure-bred stock, etc., and finding new ways to overcome rust, smut and other enemies of our crops. A little further south is the new Normal School, built in 1929, where young people are trained for teaching in the public schools. (Can you make a sketch of the route so far?)

Now, we get on to the highway and head southward towards Leduc, which is a good farming centre with elevators, stores and churches like any other prosperous town in Alberta. On to Wetaskiwin, the sixth city of the province, where the C.P.R.'s northern line joins the Calgary-Edmonton branch. It is a busy place, and is now connected by a gravelled highway with the equally thriving town of Camrose to the East.

On to Ponoka, chiefly known for its large Mental Hospital, which is under the direction of the Minister of Health, the Hon. George Hoadley. The country through which we pass is hilly parkland very pleasant to the eye, and well suited to mixed farming. Note that we are gradually climbing; Edmonton stands 2,200 feet above sea level, Lacombe, 2,780 feet, and Calgary, 3,437 feet. In fact we are slowly climbing in a sidewise direction towards the foothills of the Rockies.

Lacombe, named after the famous Catholic missionary whom we mentioned on our trip to Athabasca, impresses us with the beauty of its shade trees, as well as the hospitality of its auto camp, which is the former school ground. The old school is at the disposal of travellers for shelter. A mile or two south of the town we pass the Dominion Experimental Farm, owned and operated by the Canadian Government for the purpose of testing all kinds of grains, shrubs, fruits, livestock, etc., to see how they can be made to flourish in this part of the West. It is an interesting and beautiful place, as we found when we visited it a few summers ago.

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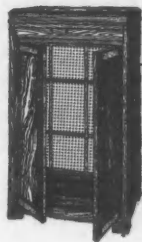
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About 18 miles further south lies Red Deer, the fifth city of the province. It lies in the valley of the Red Deer River, in the heart of a lovely wooded country. About twenty years ago it was quite a little "boom city"; lots were sold in England—lots which are still a couple of miles outside the city! That, of course, is no way to build up a prosperous city; but Red Deer is coming along. The Eddy Company recently established a match factory there. A fine hospital on a hill south of the city serves the needs of the district. A branch line and a highroad lead westward into the timbered country of Rocky Mountain House.

On through Innisfail (municipal hospital centre), we find the character of the country changing. Poplar bluffs become fewer and smaller, such brush as we see being mainly the red willow. Over to the southwest we begin to catch glimpses of the great peaks and crags of the Rockies, though they are still 70 miles or so distant. We pass by Olds, seeing the Agricultural School with its magnificent new hostel, where young farm people can go for the winter months to learn blacksmithing, carpentry, dressmaking, cookery, and other arts and crafts useful for the farm. Didsbury, Carstairs and Crossfield are typical towns of the prairie. The country as we approach Calgary assumes a greater ruggedness, with bold round hills and winding coulees. We are, in fact, in the foothills.

Calgary, by the official census figures, is the largest city of Alberta and the seventh city of the Dominion. Commonly referred to as "the Cow Town," it owes its first rapid growth to the ranching industry, but is now an important milling centre and does great business in oil, due to the proximity of the famous Turner Valley. It is a much more compact city than Edmonton, lying in the Bow Valley, whereas Edmonton is built chiefly on the heights above the North Saskatchewan. Calgary has at least eight considerable railway outlets, stands on the C.P.R. main line and commands the only gravelled route to the splendid mountain resort of Banff. Among Calgary's many fine buildings are the Palliser Hotel and the Provincial School of Technology. This institution provides instruction in mechanical and industrial work for people from all parts of the province, and is also at present the home of the Calgary Normal School. The Eaton Company has just completed a "million-dollar" store in the heart of the city.

Junior Red Cross Spotlight

A. C. ADAMS, Superintendent

In this column this month, I wish to speak particularly on the possibilities of the Junior Red Cross work amongst senior Public School and High School groups. Many of the teachers seem to be of the opinion that Junior Red Cross is only for the Junior children in their school, but I submit that this is a mistake as the Junior work can be adapted and made of very great use in connection with the grades VII. and VIII. and High School work.

We have recently received at this office, three plays which are particularly suitable for Senior groups. These are "Beauty's Bloom," "Mr. Moneybag's Movies," and "Mr. Brown's Restaurant." There is also another play published in our "Collection of Plays," entitled "Trial by Fire," which would also be suitable for Senior children. In addition to such things as Health Plays, the Junior Course on First Aid and Hygiene makes a very excellent follow-up to the health teaching in the lower grades.

The Crippled Children's Fund, of course, has just as much attraction for the High School group from the point of view of developing sympathy for the suffering, as it has for the children of the Junior grades, and in many cases the High School students have even better means of raising money for this fund.

Little Health Skits and Health Jingles can also be composed by High School Juniors and they can without question get a very great deal of amusement from it, and if they are good enough, we will publish them in our Junior Red Cross magazine. The idea of putting on one of the French plays published recently in our magazine, certainly attracts the language teachers, and I believe would be extremely interesting to the students as well.

It has been suggested to us that it might be wise to put on a competition for the best Junior Red Cross programme

for the 'teen age group, and while we have no details of such a competition worked out, we will be very pleased indeed to receive any suggestions from any of the High School students, and for the best three programmes submitted, will give a free subscription to the Canadian Red Cross Junior for one year.

In regard to programme suggestions I have received a very attractive programme which has been followed by the Peptimists, a Junior Red Cross group at Chesterville, Ont. This programme is most comprehensive, and I think some suggestions are worth passing on.

1. Short speeches on topics regarding Individual, Community and National Health. Get material from the text book in Hygiene and from booklets and charts obtained from—

- (a) The Red Cross office, 407 Civic Bldg., Edmonton.
- (b) Dominion Department of Health, Ottawa.
- (c) Alberta Department of Health, Edmonton.
- (d) Canadian Tuberculosis Association, Ottawa.
- (e) Dairy Division of the Department of Agriculture, Ottawa.
- (f) Metropolitan Life Insurance Co., Edmonton and Calgary.
- (g) American Child Health Association, 370 Seventh Ave., New York.
- (h) U.S. Bureau of Education at Washington, D.C.

2. Simple debates on health questions. For example: "Resolved that the tooth brush is more important than the broom."

3. The Question Box.—Any box may be arranged for this purpose—an ordinary chalk box, with a slit in the cover, sealed during the week, in which any member may drop a question slip on any point in which he desires further information. At the end of each programme the seal is broken and members volunteer to answer impromptu, the questions therein. Each week an average of about a dozen questions may be discussed, and frequently excellent suggestions are made.

4. Health Matches.—Somewhat along the same line as the spelling match, except that simple questions on Hygiene topics are asked. This serves the purpose of a review in Hygiene. It may be varied by having the pupils prepare questions for one another and then choosing sides and answering in a limited time.

5. Singing "home made" songs and reciting "home made" verses on health topics.

The full programme appears in the February issue of the Canadian Red Cross Junior.

This space has been donated to us by the Editor of the Teachers' Helps Department for the purpose of furthering the interest in Junior Red Cross work throughout the Province of Alberta.

All enquiries about the work will be cheerfully answered by the Junior Superintendent, 407 Civic Bldg., Edmonton.

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